



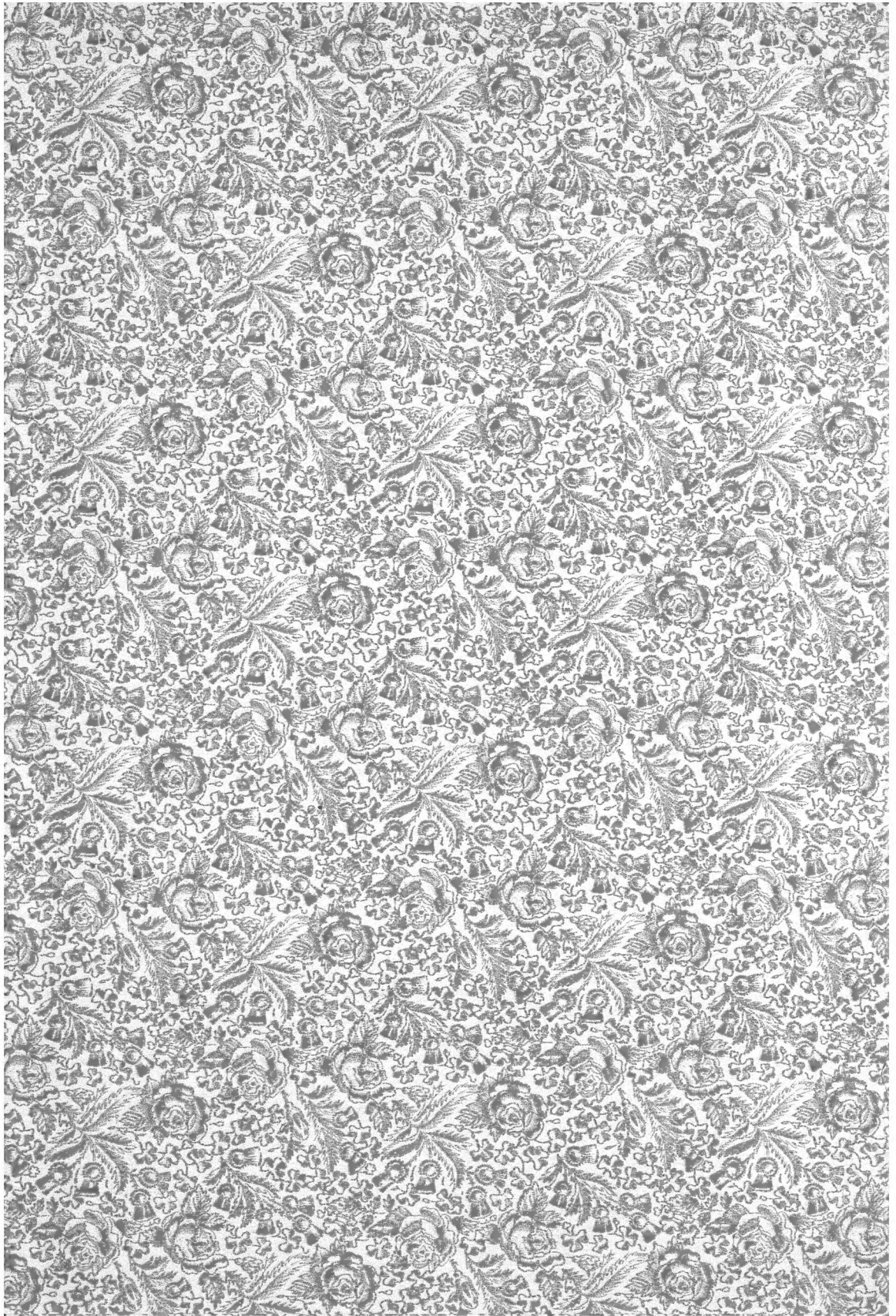
PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

EIGHTH ANNUAL REPORT

1913

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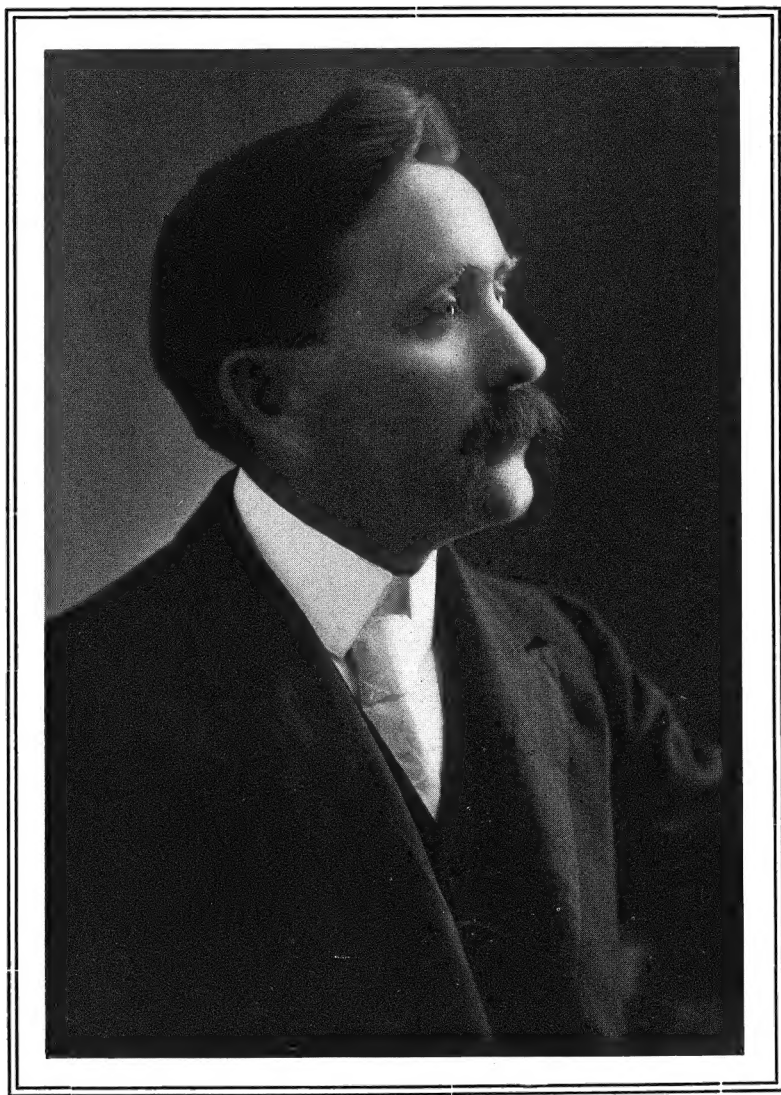


EIGHTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1913

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON
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1914



HON. J. R. BOYLE, K.C., MINISTER OF EDUCATION.

DEPARTMENT OF EDUCATION,

EDMONTON, June 25, 1914.

To His Honour,

GEORGE HEDLEY VICARS BULYEA,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1913.

I have the honour to be, Sir,

Your obedient servant,

JOHN R. BOYLE,

Minister of Education.

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DEPARTMENT OF EDUCATION

1913

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John R. Boyle, Esq., K.C., M.P.P.

Deputy Minister of Education:

D. S. MacKenzie, Esq.

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J. Ross, B.A.

Inspectors:

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G. F. McNally, M.A., Calgary.	J. W. Brown, B.A., Medicine Hat.
P. H. Thibaudeau, B.A., Lacombe.	C. Sansom, B.A., Macleod.
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A. Hartley, B.A., Castor.	J. C. Butchart, B.A., Vegreville.
M. O. Nelson, B.A., Wetaskiwin.	H. R. Parker, B.A., Vermilion.
G. W. Gorman, B.A., High River.	J. J. LeBlanc, B.A., Onoway.
M. E. LaZerte, B.A., Bassano.	

Supervisor of Schools Among Foreigners:

Robert Fletcher, Lamont.

English School For Foreigners, Vegreville:

W. A. Stickle, B.A., Principal; J. T. Maloney, Assistant.

Official Organizers of Schools:

Archibald Simpson, T. W. Henderson.

Calgary Normal School Staff:

E. W. Coffin, B.A., Ph.D., Principal, A. E. Hutton, J. E. Loucks, B.A.
R. H. Roberts, M.A., J. H. Hutchison, B.A., G. E. Cox, Miss Olive Fisher,
Mme. Ellis-Browne, Miss C. T. McCaig, Miss Laura Jost,
Miss Nettie Sutherland.

Camrose Normal School Staff:

J. C. Miller, B.A., Ph.D., Principal, L. E. Pearson, J. R. Tuck, M.A.
Miss D. J. Dickie, M.A., Miss A. M. Smart,
Miss M. A. Stewart, Miss Mabel Fraser.

PART I.

INTRODUCTION BY MINISTER

REPORT OF DEPUTY MINISTER

To His Honour,

GEORGE HEDLEY VICARS BULYEA,

Lieutenant Governor of the Province of Alberta.

SIR,—I beg to present to Your Honour the Annual Report of the Department of Education for the year 1913.

The rapid settlement which has taken place in the Province during the year has necessitated a large increase in our school accommodation. Two hundred and seventeen new school districts were organized and one hundred and eighty-two new rooms were opened in the cities, towns and villages. This rapid development has resulted in a shortage of qualified teachers. Notwithstanding the efforts of the department to induce teachers to immigrate to this province we were obliged to issue special permits to five hundred and forty-eight teachers, whose academic education, or professional training, was inferior to our standard, in order to keep our schools in operation. During the year we trained three hundred and eighteen teachers in our Normal Schools and recognized the qualifications of four hundred and eighty-three others, who came here from other provinces in Canada, Great Britain and Ireland and the United States.

The question of vocational education has been receiving the special attention of the department during the year. An effort is being made to teach an elementary course in Agriculture in all our rural and village schools, but we have found this difficult on account of the lack of training of the teachers themselves. To correct this we started this year a summer school for teachers lasting five weeks from July 7th to August 8th. The University generously placed their dormitories and grounds at the disposal of the department and the Department of Agriculture co-operated by permitting Messrs. E. A. Howes, B.S.A., W. J. Elliott, B.S.A., and A. Campbell, B.S.A., Principals of the Agricultural Schools at Vermilion, Claresholm and Olds respectively, to assist in the work of instruction. We hope that with the training in our Normal Schools and the continuance from year to year of our summer school to have in a few years a sufficient supply of teachers, qualified to teach this course, to supply the needs of our rural schools. With this accomplished and more vocational schools of agriculture established of the type of those already on the Demonstration Farms at Vermilion, Olds and Claresholm under the direction of the Department of Agriculture, the problem of vocational training for the sons and daughters of the farmer will be effectually solved. Provision was made by the Legislature this year for grants to encourage the teaching of agriculture and technical education. Courses of instruction in Manual Training and Domestic Science are now given to our teachers-in-training at both our Normal Schools. The cities of Calgary, Edmonton, Lethbridge and Medicine Hat have made considerable progress in technical education, but practically nothing has been accomplished along these lines in the smaller cities, towns and villages. Next year we hope to see the first fruits of the financial assistance and departmental encouragement in the smaller urban centres.

During the year the enforcement of the law respecting compulsory education was taken out of the hands of the Superintendent of Neglected

Children and undertaken directly by the department. In June, 1913, Mr. M. M. O'Brien was appointed Provincial Truant Officer, and the necessary assistance employed. The machinery of the department, including the Inspectors, has been used to keep the schools in operation and the children in attendance, with the result that the average percentage of attendance has appreciably increased. During the year the legislature made provision for the payment of grants in aid of school libraries by supplying books in lieu of cash. The department is able to import the books free of duty and can buy direct from the publishers at wholesale prices. We expect by having control of the selection of books in each library to be able to build up in a few years a suitable and useful library in each school at a reasonable cost.

The organization of the branch in the department to effect the sale of school debentures will, I hope, be of great value to the districts. In this way the department expects to be able to dispose of school debentures to the actual investor and at better prices than has been heretofore obtained by the districts acting individually.

An encouraging feature of educational work in this province is the public spiritedness of the citizens. School trustees are, as a rule, public spirited men representing the highest type of citizenship. The boards have exhibited a keen interest in educational work and the citizens at large, although having in their power the right by referendum to veto capital expenditures for buildings, grounds and equipment, have been found almost always ready to undertake the burden of taxation necessary to supply school accommodation of the very best, with the result that from the rural school to the larger cities the buildings, grounds and equipment supplied are, I confidently believe, at least equal if not superior to any province in Canada.

I have the honour to be, Sir,

Your obedient Servant,

(Sgd.) J. R. BOYLE,

Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

HON. J. R. BOYLE, ESQ., K.C., M.P.P.
Minister of Education

SIR:—I have the honour to submit herewith the eighth annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1913.

During the year an unusual amount of new legislation was enacted or became operative which directly or indirectly affected the operation and the administration of schools. Such measures as the new Grants Act and the amendments relative to school libraries, treasurers' bonds, consolidation of schools, truancy and compulsory education naturally caused a very marked increase in the departmental correspondence and investigation, while the somewhat extensive amendments recently passed with respect to rural municipalities, villages and towns, as was inevitable, gave rise, in some cases, to complications between school boards and municipal councils, the adjustment of which required considerable patient and tactful co-operation by the officials of this department and those of the Department of Municipal Affairs. As stated above it was inevitable that some confusion should arise during the transition from the former to the present methods of procedure, particularly with respect to the question of taxation, and the remarkable feature of the situation is the smoothness with which the various measures have worked together. The operation of the new machinery is being closely watched with a view to determining wherein slight adjustments are necessary in order to remove all inconsistencies or other causes of friction.

During the first session of the Legislature for 1913 the first statutory provision for the complete consolidation of school districts was enacted. The machinery in this connection is remarkably simple. The boards of any two or more contiguous districts may pass resolutions asking that the resident ratepayers of their respective districts be given the opportunity of voting on the question of a proposed consolidation. The department provides for the holding of such polls and upon being satisfied that the majority of the resident ratepayers so voting are in favour of the proposed consolidation the Minister, by order, brings the consolidation into existence.

As evidence of the simplicity of the scheme for consolidation the following features may be noted:

- (a) Each of the school districts entering into the consolidation retains its identity as a school district.
- (b) The board of the consolidated school district is composed of the chairmen of the boards of the school districts involved during the first year and subsequently of one representative elected by the resident ratepayers of the respective districts. In the case of the consolidation of two school districts a third trustee is chosen by the chairmen of the two boards involved, and in case of failure to make such a choice the Minister appoints the third trustee.

- (c) The Secretary-Treasurer of the consolidated school district is also the Secretary-Treasurer of each of the districts united into the consolidation.
- (d) The revenue required from taxation in connection with the operation of a consolidated school is provided by a uniform assessment over the whole consolidated district.
- (e) The revenue required to provide for the liabilities of the individual districts is provided for by a special levy on the assessed property of the respective districts.
- (f) The Government aid given to such a consolidation is the sum of the grants which would be earned by the united districts if operated individually and under the most favourable conditions, together with a grant of eighty cents per day for each approved conveyance which is employed for the transportation of pupils.

From the many inquiries which have been made with respect to the principle of consolidation, it is evident that much thoughtful consideration is being given to the subject by the officials of our rural and village districts.

For some time the department has been aware of some unsatisfactory features in connection with the libraries in the rural and village school districts of the province. This was due to a variety of causes—the difficulty of making a wise selection of books merely from the titles as shown in the catalogue, the natural tendency on the part of the teacher or secretary to select books belonging to a favorite class, the inability of the board or teacher to secure the books from booksellers at the catalogued price and the practice on the part of some dealers to substitute inferior editions of books,—these all contributed to making the system more or less unsatisfactory. Under the Act, as amended, the department purchases the books at the best possible prices directly from the publishers, imports them duty free, and distributes them to the individual school districts at cost, always selecting them with a knowledge of the books already on the library shelves of the individual schools. Arrangements are now under way for the first distribution, and the working out of the scheme will be watched with interest both within the department and by the public.

Another change in the departmental administration of schools provided for by an amendment passed during the second session of the Legislature in 1913, has to do with the bonding of treasurers in rural and village districts. Heretofore a majority of the treasurers of these districts submitted surety bonds usually for a relatively small amount, and, as a rule, given by two sureties, regarding whom the department and probably the members of the board itself had little knowledge. While it is true that the cases of defalcation were infrequent there was evidently a growing feeling that the bonding of the treasurer should be provided for in a more business-like manner, and many boards provided for guarantee bonds. The usual premium paid for these bonds was \$5.00, which, of course, was provided for out of district funds. Under the act as amended the department places the treasurers of all rural and village districts under guarantee bonds and pays the premiums, deducting the amount of such premiums from the next government grant due the respective districts. Should the amount of money passing through the hands of a treasurer be greatly increased at any time, through the sale of debentures, the amount of the bond is correspondingly increased until such time as normal conditions have been restored. The average cost to a school district in connection with a guarantee bond under this arrangement will be less than one-third as much as was usually paid for guarantee bonds under the former arrangement.



GALBRAITH SCHOOL, LETHBRIDGE



CENTRAL SCHOOL, LETHBRIDGE

During the year several amendments were made in The Truancy Act and in the sections of The School Ordinance having regard to compulsory education. Heretofore under The School Ordinance a school board was not obliged to operate their school for more than one hundred and twenty days during the year unless there were at least twenty children between the ages of seven and fourteen inclusive resident within the district, nor was the board obliged to operate the school at all unless there were ten resident children of school age. The sections making these provisions have now been repealed and their place has been taken by sections providing that no board of trustees shall have authority to close their school for any cause not otherwise provided for without the approval of the Minister, and providing further that the department must be advised immediately of the closing of any rural or village school for any cause other than statutory holidays, and must also be advised within five days after the re-opening of the school either at the beginning of a term or after it has been closed for any other cause. Thus, instead of being dependent on the receipt of a term return or on the report of an inspector for information regarding the operation of a school the department will have information at all times as to whether or not a school is actually open, and, if not open, the cause if its nonoperation.

In addition to the more stringent provision for compulsory education as indicated in the preceding paragraph, The Truancy Act has been very materially strengthened. The city school boards have, without exception, appointed energetic and conscientious truancy officers, and in almost every instance the board of the public school district and that of the separate school district have co-operated by the appointment of the same officer for this purpose, and the result of this co-operation has added much to the efficiency and effectiveness of the services rendered. The towns, too, have almost without exception appointed efficient truancy officers, and all these officials report monthly to the chief truancy officer in this department. The department itself undertakes the enforcement of the law with respect to school attendance in the rural districts. The organization for this purpose consists of the chief truancy officer, the school inspectors, who are provincial truancy officers, and the teachers of these schools. On the whole there is ample evidence of a most gratifying improvement with respect to school attendance.

Perhaps the most interesting and far-reaching Act of the Legislature during the year, with respect to education, was the Act respecting school grants. Former reports of this department have outlined fully the basis upon which these grants have heretofore been calculated. It may be well therefore to quote in part The School Grants Act of 1913 as follows:—

3. In aid of schools organized and conducted under the provisions of The School Ordinance and regulations in that behalf there shall be paid out of any legislative appropriation made for that purpose—

1. To rural districts—

(a) To each district the sum of \$1.10 per day for each legally authorized teaching day during which the school is kept open;

(b) An additional sum of 30 cents per day for each legally authorized teaching day during which the school is kept open in the year of its organization of the school district and the three succeeding years;

(c) A special grant for the encouragement of the teaching of agriculture and school gardening to be fixed and apportioned in accordance with regulations of the Minister as approved by the Lieutenant Governor in Council

2. To village and town districts—

(a) To a district in which the number of teachers employed does not exceed 12 the sum of \$1.00 for each day the school is kept open;

(b) To a district in which the number of teachers employed is between 13 and 40 inclusive the sum of 75 cents for each day the school is kept open;

(c) To a district in which the number of teachers employed is between 41 and 100 inclusive the sum of 60 cents for each day the school is kept open;

(d) To a district in which the number of teachers employed is between 101 and 200 inclusive the sum of 50 cents for each day the school is kept open;

(e) To a district in which the number of teachers employed exceeds 200 the sum of 30 cents for each day the school is kept open;

(f) Special grant or grants to be fixed and apportioned by the Minister under regulations approved by the Lieutenant Governor in Council for the encouragement of the teaching of such special subjects and classes as may be approved by the Minister;

Provided, however, that where a separate school district has been established within the area of a public school district, such public and separate school districts shall for the purpose of classification under this clause be deemed to be one district only, but in apportioning the grant payable to the public and separate schools respectively there shall be no discrimination;

Provided, further, that the increase in the number of teachers employed in any school district shall not have the effect of reducing the total amount of grant payable to such school district, but the district shall be entitled to be paid grant on the basis of the number of teachers employed less such increase and at the higher rate.

3. To each rural or village district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding 15 cents per day to be paid in proportion to such grading for each day school is kept open; and such grading shall be based upon the inspector's report or reports as prescribed by the regulations of the department:

Provided, however, that the department may in lieu of such sum or any portion thereof supply to such district for its school library or libraries books of equal value selected from the list authorized by the department for library purposes.

4. To each district having a daily average attendance of at least six pupils in grades above the eighth as classified by the regulations of the department, and not maintaining one or more rooms exclusively for such grades, the sum of \$40 per term.

5. To each district maintaining one or more rooms exclusively for pupils in grades above the eighth as classified by the regulations of the department and having a daily average attendance of not less than 15 the sum of \$75 per term.

6. To each consolidated school district:

(a) The total amount of the grant which, in the estimation of the Minister, would have been earned by each of the school districts united into the consolidated school district had each of such districts been conducting school for the number of days that the consolidated had been kept open;

(b) 80 cents per day for each conveyance employed by the district to convey pupils to and from the school house in the said district; provided, however, that the style of conveyance and the route travelled shall, in each case, be approved by the Minister.

7. To each district providing means of conveyance for the children of the district to the school of another district under the provisions of section 165 of The School Ordinance such amount as the Minister may determine but not to exceed the amount the district would have earned had it kept its own school open for the number of days such conveyance was used with a minimum attendance of five.

In addition to the sections quoted above there is provision for the payment of a grant in town districts with respect to supervisors whose qualifications and appointment are approved by the Minister. There is also a proviso which provides that school districts, in order to be entitled to the special grants for secondary grades as provided by clauses 4 and 5 under Section 3, must not impose school fees on pupils in grades above the eighth whether they are residents of the school districts or

otherwise. It has been most gratifying to know that even in the absence of any such provision the public spirit of our town and city school boards has been such that only in rare cases have fees been charged even to non-resident students who were taking advantage of the privileges offered in the higher grades of these schools. In only a few cases therefore will this proviso have any noticeable effect, but it will compel school boards whose practice has been to charge such fees to choose between the special grant and the fees which they may be able to collect.

Generally speaking the outstanding features of the new School Grants Act are:

(a) Unusually liberal grants to rural districts during the first four years of their existence, which will enable such districts to become well established even during those years when settlement is sparse and their taxable area somewhat limited.

(b) The adoption of a sliding scale with respect to the calculation of grants whereby the amount of grant per teacher is reduced as the number of teachers employed in a town is increased. It will be observed that the large centres of population and of wealth are to a great extent thrown on their own resources, but are nevertheless encouraged to provide for the teaching of special subjects, such as Manual Training, Domestic Science, Art, Music, Physical Culture, etc., by special grants approved under departmental regulations.

(c) The encouragement of the teaching of Agriculture and School Gardening in rural districts by special grants approved in accordance with departmental regulations.

In comparison with the grants heretofore earned it will be found that the grants available under the operation of the present Act will be considerably higher for rural districts, especially during the earlier years of their existence, will be almost the same with respect to rural districts during subsequent years and higher should provision be made for the teaching of Agriculture, will be almost the same as formerly in the case of small graded schools, and will gradually fall off as small towns grow into large cities. These, however, will be compensated to some extent by the special grants to encourage technical education as above described.

The matter of school district accounting is one which has been a fruitful source of annoyance through the absence of uniformity in system and of continuity in the office of secretary-treasurer. The department has realized that the changes consequent upon the enactment of recent legislation would tend to aggravate the trouble, and suitable cash books, assessment and tax rolls, receipt forms, etc., have been prepared under the direction of the department and made available for school officials at actual cost. These will no doubt be in fairly general use during the present year, and will no doubt overcome many of the difficulties experienced by official auditors in making a true statement of the financial affairs of our school districts.

Another important matter which has received much thought by the department is the sale of school district debentures, and arrangements have recently been made whereby the department will undertake to dispose of such debentures in behalf of school districts to the best advantage. The great majority of the men who are called upon to form the first boards of newly-organized districts have had no previous experience in school matters or any other public business. One of the first duties which such boards are called upon to perform is the issue and disposition of school debentures for the purpose of building and furnishing the first school for the district. Their inexperience makes them a comparatively easy prey for representatives of school furnishing com-

panies or others who may represent themselves as debenture purchasers, and so complicate the purchase of the school district debentures with the sale of school furnishings that not only have the school boards been induced to accept most unsatisfactorily low quotations for their debentures, but they have also frequently found their transactions with respect to the sale of their debentures, the equipment of their school, and even in some cases the construction of their school building, so involved that they were absolutely at the mercy of more or less unscrupulous dealers. The department hopes to be able to report a very definite improvement in connection with such transactions at the end of the current year.

The increase in the number of students perparing for the teaching profession has been such that the large Normal School building at Calgary has proved quite inadequate to meet the demands, and for some time a second Normal School has been conducted in temporary quarters supplied by the school board at Camrose. A magnificent site has been secured, and, at the time of writing, a large and fully modern Normal School building is in course of construction.

During the midsummer vacation a Summer School for Teachers was conducted by the department under the directorship of Dr. J. C. Miller, who has been Principal of the Normal School at Camrose, and who has recently been appointed Director of Technical Education for the Province. He was assisted by an excellent staff composed of Normal School instructors, school inspectors and instructors from the Agricultural Schools connected with the Demonstration Farms. The Board of Governors of the Provincial University kindly placed the University Plant at the disposition of the department, including not only its laboratories and library, but even its dormitories, dining-room and kitchen equipment. The response from the teachers was so enthusiastic that many were unable to secure admission, and the course proved so helpful and the environment so pleasant that there is every probability that a very large number of teachers will apply for admission to a Summer Course which will be offered during the midsummer vacation of 1914.

During the summers of 1912 and 1913 a number of our teachers have taken advantage of the arrangements made by the "Hands Across the Seas" movement to visit places of interest in Great Britain and other parts of the Old World. The interest taken in these annual tours, the favourable reports given by those who have participated in them and the increasing demands for an extension of the enterprise has encouraged the management of the movement to greatly extend the range of its activities. Not only has the movement initiated a plan whereby exchanges of teachers for one year have been arranged between various parts of the empire, but an ambitious step has been taken and considerable progress made towards the establishment of a residence in London, the heart of the empire, which will be available as a headquarters for any who may desire to use it while sojourning in the great metropolis. This organization makes it possible for teachers to spend their vacation abroad at a very moderate cost and with most of the worries connected with such a trip eliminated.

In making a general survey of the work of the year by a comparison of the statistics appearing in this report with similar tables in the report of last year, it is seen that the year has been marked by progress and expansion all along the line. During the year 1913 the number of schools or departments actually in operation exceeded the corresponding number for 1912 by 282, while the increase in the number of pupils enrolled

was 8,865 or about 12½% over the preceding year. The total grants paid to school districts during the year amounted to \$479,945.46, an increase of \$49,012.74 over the preceding year. One of the outstanding features of the year was the remarkable activity in school building especially in the larger centres. As evidence of this it may be noted that the school debentures registered during the year 1913 amounted to almost four millions of dollars, or more than twice the total amount registered during the year 1912. The total amount paid in teachers' salaries during the year was \$1,672,525.93, being \$261,325.28 in excess of that paid during the preceding year. This increase is due not so much to the increase in the number of teachers employed as in the increase of the salaries paid, as the following table of averages will show:

Year	First Class Certificates		Second Class Certificates	
	Male	Female	Male	Female
1905.....	\$741.08	\$615.63	\$620.90	\$572.10
1906.....	807.10	610.01	640.50	585.07
1907.....	910.05	652.55	674.40	574.40
1908.....	973.55	702.00	700.00	641.10
1909.....	1,021.98	717.42	736.81	649.28
1910.....	1,092.40	749.78	748.00	684.84
1911.....	1,028.54	738.19	747.92	697.77
1912.....	1,013.46	739.13	776.49	697.27
1913.....	1,172.66	845.79	991.06	764.87

In former reports comparisons have been made with respect to the attendance of pupils in graded and ungraded schools. Such a comparison is interesting, as it indicates with very fair accuracy the ratio existing between the urban school population and the rural school population. An examination of the following table will show that since the organization of the province in 1905 a fairly equal balance has been maintained between the urban and rural school population, but for reasons which may not be very difficult to explain, the majority has fluctuated from one class to the other, the urban school population, according to our latest returns, being slightly in the ascendancy.

Year	Rural	Urban	Total
1905.....	13,619	10,635	24,254
1906.....	14,576	14,208	28,784
1907.....	16,344	17,994	34,338
1908.....	19,599	20,054	39,653
1909.....	23,165	22,883	46,048
1910.....	29,835	25,472	55,307
1911.....	32,098	29,562	61,660
1912.....	36,399	34,645	71,044
1913.....	39,287	40,622	79,909

In this connection it is interesting to note the relative cost of the education of children in the various classes of schools. This is shown by a table appearing elsewhere in this report. The total cost to the province and to the school districts of the education of all the pupils

enrolled in the schools under the direct jurisdiction of this department averages \$40.19 per year for each pupil. Owing, however, to the fact that the average daily attendance in our schools is much less than the total enrollment, and to the additional fact that many of our schools are operated during only a portion of the year, the annual cost per pupil, based on the average attendance rather than on the enrollment, is found to be \$69.90 per year, or 39.2 cents per day. A further study of the question of cost has been made with a view to determining the relative cost of education in the various classes of schools. In this way a comparison may be made between the ungraded and the graded schools, also between the small and the large schools. Thus it is found that the average cost per pupil per day's attendance is highest in the city school and lowest in the village or town school. To express the result of the investigation otherwise it may be stated that the average cost per pupil for each day in attendance is greatest in the very largest and in the very smallest schools. It would thus appear that it is less costly to educate a child in a village or small town school than it is in either a rural or a city school.

The province still continues to be to a considerable degree dependent on outside sources for the maintenance of an ample teaching force. The additional teachers required to provide for ordinary expansion are now available from our own Alberta students, but, unfortunately for our schools, opportunities in other directions allure great numbers from the profession, and this leakage has to be met by the admission of teachers from other provinces or countries. During the year 1913 the number of teachers receiving from the Department of Education regular certificates of qualification is as follows:—

First Class.... 154 of whom 95 were Alberta students

Second Class...424 of whom 188 were Alberta students

Third Class....212 of whom 28 were Alberta students

Thus, out of a total of 790 who obtained teachers' certificates during the year, 311 received at least a part of their education in Alberta while the others hailed chiefly from the other provinces of Canada and the British Isles.

Your attention is respectfully directed to the various special reports bearing on different phases of educational activity within the province, and also to the statistical tables submitted herewith.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) D. S. MacKENZIE,

Deputy Minister of Education.

PART II.
SPECIAL REPORTS

REPORT OF CHIEF INSPECTOR OF SCHOOLS.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report on the inspection of schools for the Province of Alberta.

Two new inspectors were appointed during the year 1913 and the settled parts of the province were divided into sixteen districts, thus reducing the area covered by each inspector. Each inspectorial district contained an average of at least 140 individual schools or departments of graded schools. The division of the work was so arranged that those inspectors in the newer settlements where the school districts were more scattered were given the supervision of fewer schools, but were called to assist settlers in organizing districts and in advising the new trustees of the most modern ideas in the lighting, ventilation and equipment of a school. The rural schools were visited at least once during the year, with a few exceptions, and a large number were inspected a second time. The inspectors were advised to visit the town and city schools only once each year as these schools are usually supervised by the city superintendents and town principals who are familiar with the latest methods in teaching the different subjects on the school curriculum. The inspectors find that their work is greatly handicapped by the short term schools that open at different periods and during the time that the yearly schools are closed. A visit to these schools necessitates a long drive to the particular school and much time is spent in this work that could be used to advantage if the school had been open during the regular school terms. The inspectors are also recommended to make a thorough inspection of those schools that are in charge of untrained or permit teachers and to assist these teachers in conducting the school in accordance with The School Ordinance and Program of Studies.

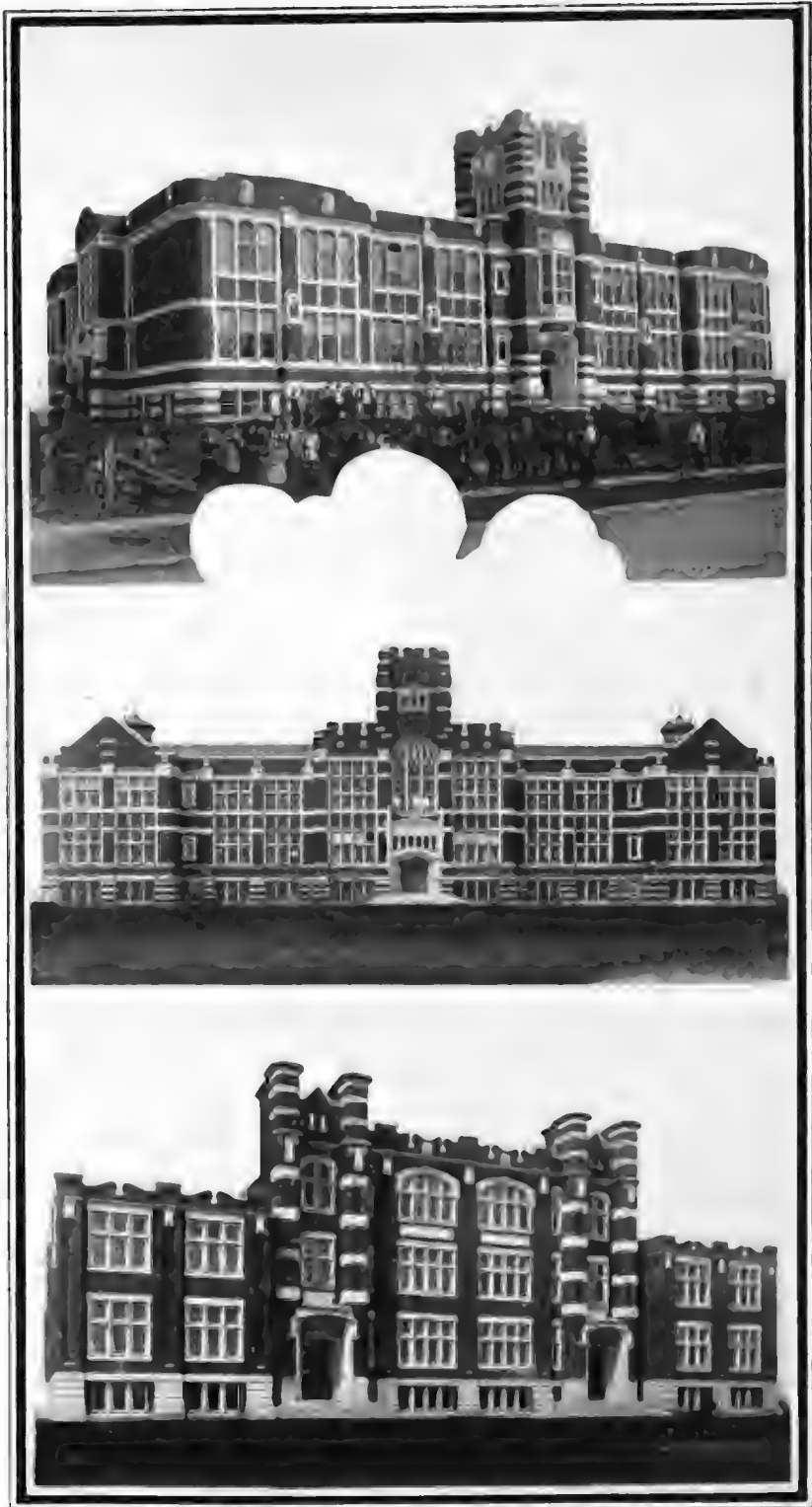
The Minister has called upon the inspectors to perform other important duties together with those of inspection and organization of school districts. He has found that in some of the districts the trustees wilfully neglect to carry out the provisions of The School Ordinance, while in others a lack of business methods on the part of the trustees and the desire on the part of some of them to profit from their position necessitates prompt action being taken by the Department of Education in order that the interests of education in these districts will not suffer. It is usual in such a case to appoint the inspector as official trustee of the district until such time as he has placed the affairs in a satisfactory condition and the finances on a sound basis. During his term of office he has the same powers and duties as those conferred on the board of trustees and the same responsibilities. He negotiates with the bank with regard to finances, levies assessments, collects taxes and engages a teacher until the ratepayers are prepared to carry on the work of the district in an efficient manner. The inspectors have performed these duties with tact and ability and have in many cases stimulated the ratepayers with interest in the educational work of the district which is at present bearing fruit.

In December a conference of the inspectors was held at my office in the Department of Education and all phases of the work of inspection and of duties as official trustee were fully discussed. The Deputy Minister discussed the interpretation of the school law with the inspectors gathered together and they were also addressed by the Minister of Education, who congratulated them on the work they had done during the year and encouraged them to put forth even greater efforts to arouse more interest in the newer phases of education, namely, the introduction of agriculture and school gardening into the rural districts.

During the last few years there has been a large influx of settlers into the Peace River and other northern districts, and about twenty public school districts have been formed. The work of education in this northern part of the province was previously carried on by uncertificated teachers in the mission schools. These teachers requested the Minister to have a summer school at Grouard for the purpose of training them in the latest methods of teaching. The Minister appointed Inspector J. A. Fife to take charge of the work and he conducted the school from July 14th to August 7th. After completing this work he made an inspection of all schools north of Athabasca Landing, during the months of September and October, and met with trustees of organized districts and stimulated their interest in the work of the school. He also indicated to the settlers in unorganized parts the steps necessary to be taken in order to have districts erected.

The inspectors are often called upon to assist the Chief Truant Officer in the enforcement of The Truancy Act. It is his duty to investigate conditions in the districts from which reports have come that parents are neglecting to send their children to school. If conditions warrant the prosecution of parents who are violating The School Ordinance and who after a warning from the truant officer have still neglected their duties in this respect, the inspector is called upon to prosecute. A number of parents have been prosecuted during the year and excellent results in bringing about the more regular attendance of students has been noted by the teachers in those schools where action has been taken.

On February 3rd, the English School for Foreigners was opened with Mr. W. A. Stickle, B.A., as principal and teacher. Mr. Stickle is an efficient principal of long and successful experience in Ontario and in one of the large schools in Calgary. His attitude toward the students is kindly but firm, and he is resourceful and thorough in his teaching. Owing to the increased attendance at the school and the number of classes required, it was found necessary to appoint Mr. F. Gillespie as assistant during May and June, and after his retirement, Mr. J. R. Maloney was appointed for the fall term. The work done by these men under the direction of Mr. Stickle was satisfactory. I tested the classes and found the students were doing good work in acquiring the English language; the younger members of the classes acquiring it with marked rapidity. This school was opened with the purpose of giving all the students who were unacquainted with the English language the opportunity of acquiring an education in our language and taking their place in the activities of the province that their natural abilities fitted them to fill. A number of these students received the impression that they would be granted teachers' certificates or permits to teach after attending this school for one or two years. They were greatly disappointed when they learned that there is only one standard for teachers in Alberta, and that



THREE OF EDMONTON'S LATEST SCHOOLS

all students desiring to become teachers require to pass the departmental examinations and complete their course of training at the Provincial Normal School. They had the opinion that they could teach among their own people as soon as they had acquired a smattering of the English language.

Owing to certain grievances which the students claimed to have on account of the rules and regulations of the school, they refused to attend classes on December 8th. After being appealed to by the Principal to continue in the class rooms until the case was referred to the Minister and when they refused to do so they were ejected from the dormitories. They appealed to the Minister and demanded an investigation and the elimination of certain regulations and the dismissal of the Principal. Inspector J. J. LeBlanc and I were appointed commissioners to take evidence and render a decision in the case. We had each teacher and student give evidence under oath, and after summing up their statements we found that the grievances were only imaginary in many cases and trifling. The Principal was exonerated from any blame and the three ringleaders who were responsible for the agitation were expelled, while the others had to sign statements to the effect that they would comply with the rules and regulations of the institution before they were again admitted to the privileges of the school.

I inspected the Normal Schools at Calgary and Camrose during the autumn term and found the teachers doing their work efficiently and enthusiastically. I am pleased to report that a number of the teachers of the Normal and Practice Schools attended special courses at the Teachers' College, Columbia University and at other post-graduate institutions in the United States. This indicates the spirit that the teachers have brought to their work in the different departments of the school, and shows clearly that they are keeping abreast of the times in the modern ideas and methods in education. The watchword of these staffs is, "All for each and each for all," in their endeavour to give the teacher in training the most efficient equipment for the work they will be called upon to do when they enter their schools.

A teachers' manual for the primary grades is being prepared by the members of the Normal School staff which will be of great assistance in helping those teachers that have not trained in our Normal Schools in interpreting our course of studies and in teaching along methods approved in this province. A special chapter will be devoted to methods of teaching those children whose mother tongue is not English.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Chief Inspector.

ALBERTA NORMAL SCHOOLS

REPORT OF DR. COFFIN,
PRINCIPAL NORMAL SCHOOL, CALGARY.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR:—I beg to submit herewith the eighth annual report of the Provincial Normal School at Calgary, for the year 1913.

The usual sessions were held during the year 1913, the first opening on January 6th, the second on August 18th. The following table shows the attendance by session and by classes:

ATTENDANCE FOR 1913.

	First Class			Second Class			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session...	16	29	45	8	56	64	24	85	109
Second Session..	17	49	66	7	44	51	24	93	117
Total for year..	33	78	111	15	100	115	48	178	226

The following table shows the enrollment for the year according to academic standing with results:

	Basis of Admission						Results of Practice Course				
	First Class or Grade XII.	Undergraduates	Graduates	Second Class or Grade XI.	Matriculation	Totals	First Class Interim	Second Class Interim	Third Class	Withdraw	Totals
Alberta.....	54	1	4	59		118	45	51	18	4	118
Saskatchewan.....	1			4		5	1	4			5
Manitoba.....	3		3	8		14	6	8			14
Ontario.....	12	1	16	18		47	27	17	2	1	47
Quebec (A.A.).....				1		1				1	1
New Brunswick.....				3		3		3			3
Nova Scotia.....	4		1	8		13	4	8	1		13
Prince Edward.....	1			6		7		6		1	7
British.....		3	5		7	15	8	7			15
American.....		1	1		1	3	2			1	3
	75	6	30	107	8	226	93	104	21	8	226

During the year twenty-three students who had failed in their practice teaching in former sessions, repeated this part of the course. There was thus a total of 249 students teaching in the Practice School. The average number of lessons taught was eight, the aim being that each student should teach as many different types of lessons as possible in the allotted time, and in as many of the different grades as possible. Criticism of this practice teaching was given by the full Normal Staff



NORMAL SCHOOL, CALGARY

as well as by the Practice School Staff, and each instructor in the Normal School, while paying particular attention to lessons in his own department made an effort to see a maximum number of students in their practice teaching.

The most conspicuous weaknesses in practice teaching are due to a lack of knowledge of the subject matter, not merely as a collection of facts, but as a development of the pupil's experience; that is a dynamic rather than a static knowledge of the subject matter to be taught. From this defect result, for example, lack of interest in the pupils, failure to appreciate either their dominant lines of interest or their difficulties, and unpractical and ill-arranged lesson exercises. And this is due, in the first place, no doubt, mainly to the formal, memoriter style of recitation conducted in most of our schools. If, on the contrary, the pupils, not only in the high school grades, but in the elementary as well, were called upon to recite in the manner of a demonstration to their fellow pupils rather than a private conversation in an undertone with the



KITCHEN—DOMESTIC SCIENCE DEPT., NORMAL SCHOOL, CALGARY

teacher, and in the higher grades, to present plans of the development of a month's or term's work, and were thus led to observe or feel the development of a body of organized knowledge in their own experience, not only would they be benefitted as a whole, and taught more effectively how to study, but those who, in Grades XI. and XII. looked forward to the work of teaching would be receiving some real pre-vocational training. This would especially benefit the untrained "permit" teachers. Of course the great objection offered to this is the want of time. It would seem wiser, then, to lessen the work of the High School by a third or even half in each subject, if by so doing, more real training in independent study and in demonstration and communication could be secured. We have, professedly, a Teachers' High School Course, but I am convinced that any differentiation herein from the general course should be in method of training rather than in content.

A special course of one month was given again this year for certificated teachers from Great Britain. Four men and eleven women took this course, and were thus fully qualified as Alberta teachers, one for

First Class and fourteen for Second. Inspector Fife was in charge of this special class, and as usual did excellent service.

The following changes took place in the Normal School Staff in the year. The vacancy created by the resignation of Mr. Carpenter and which had been temporarily supplied by Inspector Fife was filled by the appointment of J. H. Hutchinson, B.A., principal of the Wetaskiwin schools. Mr. Hutchison began work on the 1st of March, taking charge of the elementary science subjects. An important addition to the Normal training was the course in Household Science, and the appointment of Miss C. T. McCaig of the Normal School, North Bay, Ontario, has established this course on a very firm basis. Miss McCaig began work in February, and in a remarkably short time had the rooms placed at her disposal in readiness for classes in cooking and sewing. Needless to say, this course is exceedingly popular. A third appointment was made in the first session in the person of Mr. Geo. Cox, as assistant in Manual Arts. Besides supervising, under Mr. Hutton's direction, the



SEWING ROOM—DOMESTIC SCIENCE DEPT., NORMAL SCHOOL, CALGARY

work of the Practice School in drawing, manual training, and wood-working, Mr. Cox has taken the men students of the Normal School in classes in wood-working. Although this class was voluntary, it was eagerly followed throughout by almost all of the students concerned.

The course in Physical Training continues under the auspices of the Strathcona Trust. Rather frequent change of instructors has taken place, but the work has been thorough as well as recreative. It is hoped that ladies will soon be found to qualify as instructors in this course.

The Practice School, under the principalship of Mr. Torrie, continues to do efficient service, though greatly handicapped by the large amount of student teaching imposed. The pupils share with the Normal students the Household Science facilities recently installed. To relieve the school somewhat of its present excessive burden, however, further practice accommodation is necessary and particularly such as would be afforded by a model "ungraded" school of five or six grades, maintained as nearly as possible with the working conditions of a rural school. This might be secured in a suburban district, or as an overflow city

school. Ample space for school gardening, however, would be essential. There is no doubt that it is in the management of the ungraded school that the beginners find their chief difficulty, and the graded city school, however, efficient, cannot provide in a four months' course, adequate training to meet this problem.

The only change that took place in the Practice School staff during the year was the appointment of Miss F. L. Reynolds of the Riverside School, Calgary, to succeed Miss Beddie in Grade IV., who resigned in June because of ill-health.

The only part taken in conventions by the staff this year was by Miss Fisher in the Stettler Convention, and by Mr. Roberts in the Edmonton convention. The annual joint conference of Inspectors was held in Edmonton in December. The Normal staff was represented by the Principal, Mr. Loucks and Mr. Hutchison. At the close of the first



MANUAL TRAINING DEPT., NORMAL SCHOOL, CALGARY

session of the Normal school, the Principal spent two weeks visiting rural schools in the Calgary Inspectorate with Mr. McNally and in the Macleod Inspectorate with Mr. Sansom. During the fall session, Mr. Roberts visited schools in the High River Inspectorate with Mr. Gorman. One or two of the inspectors spent a day visiting classes in the Normal School. In this mutual relation it is hoped that the Normal courses will be kept in closer touch with the actual conditions in the rural schools. We trust that we may still get further opportunity of conferring with the Inspectors.

We are still in urgent need of further science equipment. Every available foot of space in the building has been appropriated, but we lack laboratory space for soil chemistry and physics, as well as ground space for gardening and experimentation. We look forward to a large extension for this, the most vital part of our work, in the early future.

During the second session we were favoured by the visit of Chief Inspector Ross, who spent a week in the Normal and Practice classes and thoroughly inspected the work. We desire to express our appreciation of this visit and we hope that it may be repeated regularly.

In the fall session of this year, for the first time since the school was opened, the graduates of accredited High Schools and Universities in the United States were granted admission to the Normal School on the condition of passing a special examination in British and Canadian History and Civics, and Geography. Both in their class work and



MANUAL TRAINING DEPT., NORMAL SCHOOL, CALGARY

in their teaching the students so admitted this year have amply justified this new departure. At the same time there is very evident need of great care in examining the credentials of high school students from abroad, as, not only in such cases as those just referred to, but also in those of students who have been in Alberta long enough only to complete the final year of the high school course, the academic standing is often very weak or uneven. The most noticeable weaknesses of our high school graduates are in English and reading, and the example of expression set in some of the practice teaching is deplorable. Much more oral

practice is necessary in our schools. With these and some other strictures mentioned above, I am, nevertheless, glad to be able to say that the mental and moral quality of our student teachers is, I believe, such as the Province may be proud of and hope much from, and it is earnestly to be hoped that educational work may so increase in wholesome attractiveness and dignity as a profession as to command the efforts of more of these young men and women as a life work.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,

Principal.

REPORT OF DR. MILLER,
PRINCIPAL NORMAL SCHOOL, CAMROSE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the second annual report of the Provincial Normal School at Camrose.

The usual sessions were held during the year 1913, the first opening on January 3rd, and the second on August 18th. The attendance for the year was as follows:

ATTENDANCE FOR 1913.

SESSION	SECOND CLASS		
	Men	Women	Total
First Session	5	25	30
Second Session	9	27	36
	14	52	66

On the basis of the practice teaching the first session, twenty-four students were recommended for second class interim certificates and six for third class certificates. In the second session thirty-three students were recommended for second class interim certificates and three for third class certificates.

During the year seven students who had failed in their practice teaching in former sessions either at the Camrose or the Calgary Normal Schools repeated this work. Five of these were recommended for second class interim certificates. In the case of the other two our recommendation was that they be granted an extension of their third class certificates.

At the close of the first term, thirty regular students wrote on the final written examination and five additional students, who, having failed at a previous examination at the Normal School in Calgary, reported to write again. Of the thirty regular students, twenty-nine passed and one failed. Of the five students who took the examination for the second

time, one failed to complete the examination owing to the fact that she was called home on account of the sudden death of her father, one failed to pass and the other three succeeded in passing.

At the close of the second session, of the thirty-six students in regular attendance who wrote on the final examination, three failed in Music, and three failed in Drawing and Art. These students must at some future date meet the required standard before being granted their full professional certificates.

During the year the additional accommodation provided by the Camrose School Board for the departments of Household Science and Art, Elementary Manual Training, Woodwork and Science, became available. In so far as may be, while temporary quarters are being occupied, these departments have been equipped and organized. They



DINING ROOM, DOMESTIC SCIENCE DEPT., NORMAL SCHOOL, CAMROSE

were available for use before the close of the first session, so that the students then in attendance were able to take some advantage of this provision.

At the beginning of the first session the following specialists were added to the staff: Mr. Leo E. Pearson, a graduate of Thrcop Institute in California and of Teachers' College, Columbia University, New York, was appointed instructor in art of manual training; Miss Margaret A. Stewart, a graduate of Macdonald College was appointed instructor in household science and art. At the beginning of the second session Mr. John R. Tuck, M.A., a graduate of Queen's University and former science master at the Collegiate Institute, Niagara Falls, Ontario, was appointed instructor in science and mathematics. Owing to the resignation of the Secretary, Miss Sadie Haughn, on account of illness, Miss Mabel J. Fraser was appointed to fill the vacancy.

The staff of the Practice School lost the services of Mrs. Marshall, who resigned at the beginning of the year. Mr. Emery J. VanPetten was appointed to take her place until mid-summer. At the beginning of the year an additional room was opened, making it necessary to secure the services of a teacher for the first primary room. Miss F. L. Ormond of Macleod Public School staff was appointed to this position. At the beginning of the autumn term Mr. W. H. Edwards a graduate of the Camrose Normal School was appointed to take the place of Mr. VanPetten, who resigned to continue his course at the Provincial University. To maintain the policy of having thirty pupils as a standard for classes in the Practice School, it was necessary at the beginning of the autumn term to provide for an additional teacher for an intermediate primary room, Miss E. H. Murphy, recently of White Horse, Yukon, and formerly a member of the Practice School staff at Calgary Normal School was appointed to this position. Miss F. I. Fraser, recently from the Calgary Public Schools, and formerly a critic-teacher in connection with the Faculty of Education at Toronto, was appointed to succeed Miss B. Barnes, who resigned at mid-summer.

During the autumn session Mr. Pearson attended the Teachers' Conventions at Hardisty and Ponoka, giving an illustrated lecture on the course of study in Art for the elementary schools. The Principal was present at the Teachers' Convention in Lethbridge, being called upon for an address to the convention proper and a public address in the evening. He was also present and gave an address at the Teachers' Convention at Ponoka.

A splendid site of ten acres, overlooking the Stony Creek Valley and the Town of Camrose, and adjacent to the fifty acre agricultural grounds, was selected and provided for the new normal school. The plans for the building were made and the contract let. Before the end of the year the excavation had been made and the basement story completed. It is to be hoped that this splendid new building will be ready for use not later than January 1st, 1915.

Counting the basement the building is a four-story structure. It is built of red brick trimmed with stone. Fire-proof construction has been used throughout. In the basement are to be found the engineering plant for heating and ventilating, a boys' and girls' playroom with lavatory accommodation conveniently placed, a gymnasium 42 feet by 51 feet 9 inches with locker rooms and shower baths adjacent thereto, two rooms for manual training and a store room for manual training supplies. Sloping ways lead directly from the playgrounds to the boys' and girls' playrooms respectively, thus giving the greatest freedom in passing to and from these rooms without entering the main floor of the building. On the main floor are to be found six class rooms for practice school purposes, offices for the Principals of the Normal and Practice Schools, a library and teachers room for the Practice School and an office for the secretary. Between the two primary rooms there is a large room 26 feet by 39 feet for the work of the Normal School Primary specialist, privately connected with the primary rooms of the Practice School and having an outlet in direct connection with the playground assigned to the primary children. This arrangement makes it possible for this department to be, in so far as desired, a complete unit in itself independent of the rest of the building, and yet, when desired, to be as much a part of the institution as a whole as any other department. On the second floor are to be found two additional rooms for

Practice School purposes, three lecture rooms for the Normal School, a splendid library and study room 40 feet by 40 feet, a room for the art department, three offices for normal school specialists and the necessary lavatory accommodation for the Normal School students. On a mezzanine floor over the above mentioned offices are found rest rooms for the men and women students and a room for home nursing and medical inspection. In the central part of the building on the third floor is found an assembly hall capable of seating between four and five hundred people and having a stage with the usual ante-rooms. To one side of the assembly hall the kitchen, dining-room, sewing-room, laundry and office of the Domestic Science department are located, to the other side, the two laboratories, the ampitheater, lecture and demonstration room, and the office of the Science department are found.



MANUAL TRAINING DEPT., NORMAL SCHOOL, CAMROSE

The spirit of comradeship and mutual helpfulness has characterized the life and work of both the students and the staff of both the Normal and the Practice School throughout the year. The co-operation and support of the Camrose School Board has been continued throughout the year in the same generous proportion as in the preceding year. It has indeed been gratifying to me to have had the privilege of being associated with the initial development of the new institution under such happy circumstances.

I have the honour to be, Sir,

Your obedient servant,

JAMES C. MILLER.

EDUCATION IN FOREIGN SETTLEMENTS.

REPORT OF ROBERT FLETCHER,
SUPERVISOR OF FOREIGN SCHOOLS.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the educational affairs in the Ruthenian settlements of the province for the year 1913.

There are no limits to my field of labours other than the limits of the province itself. But my time during the year was taken up chiefly in the large Ruthenian colony east and north-east of Edmonton.

The difficulty of financing the affairs of the districts is quite apparent in districts where schools have recently been erected. Some rural trustee boards do not carefully estimate the cost of building a school house and equipping it. They merely guess at it, and their guessing is often from \$100 to \$500 below the actual cost. They authorize the debenture loan to meet the estimated cost, and consequently are left in debt to the amount of the excess of the cost of the building and equipment, over the proceeds of the debenture issue. To defray the indebtedness, inroads are made into the current revenue of the district, and consequently places it in straightened circumstances during the first three or four years of its existence. The recent legislation regarding the basis upon which Government grants to rural school districts are reckoned will tend to ameliorate this condition. Then there is the difficulty of collecting taxes, caused by the real inability on the part of some, and by the unwillingness of the trustee boards to resort to drastic measures for recovering taxes from others.

Early in the year, the Ruthenian schools were raided by would-be teachers from Manitoba and Saskatchewan. The majority of these young men had a very indifferent education. Their written English was faulty in idiomatic expression, while their speech was characterized by indistinct articulation. Some of them could scarcely make themselves understood in either written or spoken English. For instance, one of them who happened to be a witness on a case in court asked for an interpreter, but when the presiding magistrate learned that he was a teacher, teaching English in one of our rural schools, he refused his request with the result that his conduct as a witness was deplorable.

It soon became apparent that an organization was formed to place these young men in Ruthenian schools. It encouraged them to come from Manitoba and Saskatchewan to this province and distributed them among the various schools when they arrived here. The organization was composed of certain well known agitators, who had ulterior motives to serve, but who, to conceal their personal desires, took advantage of the natural and praiseworthy love the Ruthenian people have for their mother tongue and agitated that Ruthenian be taught in our Ruthenian schools and that unqualified Ruthenians be allowed to teach, just as, they said, Ruthenians with low grade certificates are allowed to teach their own language part of the time in the Ruthenian schools of Manitoba. Your department, anticipating the conduct of this organization, immediately ruled that only qualified teachers, regardless of



ROBERT FLETCHER, SUPERVISOR OF SCHOOLS AMONG FOREIGNERS

nationality, be allowed to take charge of schools under my supervision, so long as any were available, and instructed me to make this ruling effective.

I visited the boards of trustees of Oleskow, Podola, Molodia, Zawale, Spring Creek and Paraskevia school districts and persuaded them to dismiss the unqualified Ruthenian in each case and engage a qualified teacher.

I also visited the Stanislawow school near Vegreville and requested the board of trustees to dismiss the unqualified Ruthenian who was in charge of the school and engage an efficient teacher whom I had with me. They did this with considerable reluctance. A rather surprising coincidence occurred while I was here. The Ruthenian teacher forcibly protested that the only reason the Government had for requesting his dismissal was that they were suspicious that he was teaching Ruthenian, while in reality he taught only English. A few minutes afterwards



"OUR FIRST HOUSE"

I chanced to say to a little Ruthenian girl of twelve, "Annie, you speak very good English." She replied, "I have forgotten some; our present teacher does not speak English."

I then visited the Vladymir school, near Mundare. I requested the board of trustees of this school district to dismiss the unqualified Ruthenian in charge of the school and accept the qualified teacher I had with me. They refused to do this and I warned them that if they persisted in their refusal the Minister of Education would appoint an official trustee and they would lose both trustees and teacher. They still refused and I reported their conduct to the department and was promptly appointed official trustee. I immediately placed a qualified teacher in charge of the school. The secretary, a local priest, went to the department to protest against my action, stating that it would cause trouble in the district, but he received such a frank and forcible answer that upon reflection he advised the people to make no trouble, and they wisely acted on his advice.

The next school I visited was Kolomea which is also close to Mundare. I made the same request and gave the same warning to this board but they refused to make a change of teachers. I reported their refusal to the department and was promptly appointed official trustee of the district. I placed a qualified teacher in charge of the school immediately. The ex-board of trustees went to the department to protest against my conduct, but my action was sustained.

Soon afterwards I visited the Lwiu school near Lamont. After the usual request and the usual warning the trustee board of this district refused to accept a qualified teacher. I was promptly appointed official trustee and placed a qualified teacher in charge of the school. The ex-board of trustees visited the department to see if I were acting within my rights, and, when informed that I was, said they did not wish to make trouble.



A TYPICAL RUTHENIAN HOUSE

The most serious opposition I met was at Bukowina school north of Vegreville. I requested the trustee board of this district to dismiss Mr. Czumer, the unqualified teacher in charge of the school. I then warned them about the appointment of an official trustee without effect. I pleaded with them to conform with The School Ordinance and thus retain their own trustees, but it was of no use. I reported their obstinacy to the department and was immediately appointed official trustee. I placed a qualified teacher in charge of the school on the 15th day of July, and in less than an hour about twenty ratepayers assembled on the school grounds. They were in no pleasant mood. They shook their fists at the teacher and myself, and the language they used was unparliamentary to say the least. One of the ex-trustees entered the school, disturbed the order of exercises and dismissed the children. He then came outside and strutted among the crowd in high glee at his apparent success. One of the more cautious ones intimated that a court might follow this trouble. He did not care a whit for the court, the police or Government, he said. He was a real hero in his own eyes and would

have been a hero in the eyes of the other ratepayers has his success not been short-lived. Four days later he appeared before the Inspector of Police at Fort Saskatchewan and was fined five dollars and costs. This had the desired effect. He made no more trouble since.

After the trial I placed Mr. Armstrong, a qualified teacher, in the school without further molestation. But the struggle did not end here. The ratepayers were encouraged by sympathy and promise of financial assistance to keep up the "fight." They built a private school just off the public school grounds and employed the ejected Mr. Czumer to teach there. He had an average attendance of about thirty while not a pupil attended the public school. Matters went on like this until the end of the year. At the time of writing, however, the ratepayers are conforming with the requirements of The School Ordinance and are sending their children to the public school.



A MODERN RUTHENIAN HOUSE

About the first of December I learned that the ex-treasurer was collecting taxes from the ratepayers in order to pay the private teacher for his services. I warned five of the leading belligerents of the district to pay their taxes to me within ten days or I would recover the same by distraint of chattels. No attention was paid to my warning, so about the fifteenth day of December I seized a horse from each of the five whom I had notified. They went to Edmonton for legal counsel, but were advised to pay their taxes. This they did without further trouble, the ex-treasurer paying over to me all he had collected.

When I received the books of the ex-treasurer I found that some money had been paid out without legal authority after I had been made official trustee. I instituted proceedings to recover these amounts, but the case had not come up for trial before the end of the year. In due time, however, a judicial decision was given against the ex-treasurer.

It took considerable time to eject these unqualified men from the schools. It would be useless to go alone to a board of trustees and

request them to dismiss the unqualified teacher, for they would allow him to take charge again as soon as I would leave the district. It was necessary to take a qualified teacher with me in each case and see that he was placed in charge of the school before leaving; but qualified teachers were scarce. I would advertise for them and usually received about half a dozen applications, but while one or at most two of these were being placed in schools the other applicants would have secured other schools. It would be necessary for me to advertise for more teachers, and I repeated this process several times during the year. Besides some of the ejected teachers would no sooner be dismissed



"COME AGAIN TOMORROW"
(By permission of Miss Elston)

from one school than they would re-engage in another, knowing that they were immune from punishment in so doing. However, an effective check was put on this practice at the session of the Legislature last October. Section 149 of The School Ordinance was altered by adding thereto the following subsections:

"(2) Any person not so qualified (namely, having a valid certificate of qualifications issued under the regulations of the department) shall not be entitled to recover in any court of law, any remuneration for his services as such teacher.

"(3) Any person other than the holder of such certificate of qualification who undertakes to conduct a school as teacher shall be guilty of an offence and, on summary conviction, liable to a penalty not exceeding fifty dollars, and in default to imprisonment for a term not exceeding one month:

"Provided, however, that no prosecution shall be instituted under this section except on the order of the Minister."

Despite the fact that an organized attempt was made to agitate these people, that they received sympathy and the promise of financial assistance from the agitators, and that the prospect of success in their struggle with the Government was constantly held out before them, in fairness to the Ruthenians it should be mentioned that only twenty school districts out of about one hundred and twenty whose ratepayers are chiefly Ruthenian, made any trouble and there was no small element even in these twenty school districts, averse to the conduct of the belligerents.

Early in the year the settlers north of Wostok held a meeting to organize a school district. Some of them wished to have a school but others did not, so the meeting ended in a quarrel and nothing was accomplished. The department requested me to hold a second meeting. The settlers at this second meeting voted unanimously in favour of the erection of a district. As there was still a feeling of bitterness among them and a constant distrust of each other, they petitioned the Minister of Education to appoint an official trustee until such time as the school house was erected and the school put into operation. Their petition was granted.

A quarrel arose among the ratepayers of the Krasne School District north of Vegreville. The ratepayers took sides and began to inform on each other. The trouble was investigated and it was found that the three trustees received, or expected to receive, pay for services performed for the district in violation of Section 102 of The School Ordinance. Thereupon, the Minister appointed me official trustee of the school district, and no further trouble cropped up during the year.

Trouble had been brewing for some time in Koknee, a district south-east of Vermilion which had only English speaking ratepayers. The trouble grew out of a quarrel between two neighbours. The ratepayers were divided into two factions almost equal in numerical strength, so that a dead-lock ensued in carrying on the affairs of the district. I was appointed official trustee. Matters went on smoothly until about six months later, then the teacher whom I had placed in charge of the school quit teaching without notifying me, and one of the principals in the quarrel thoughtlessly placed his daughter, who held no certificate, in charge of the school. I was notified a week later and immediately visited the district. I dismissed the lady in charge, refused to remunerate her for her services and closed the school. The trouble ceased as suddenly as it began. The affairs of the district have been carried on smoothly since.

The board of trustees of Svit School District, near Mundare, got into financial difficulties. They were behind in the payment of their teacher. They lost their credit at the local banks because they failed to meet their obligations promptly, and they tried to evade meeting their debenture payments altogether, so that the debenture holder was forced to institute proceedings against them. This failure to meet their debenture payments promptly is viewed seriously by the department, as it not only injures the credit of this district but injured the credit of all other rural

school districts, and thus tends to raise the interest on the rural school debentures of the province. As soon as the department learned of this condition of affairs, they appointed me official trustee. I borrowed money from the local bank and paid the teacher. I approached the debenture holder and arranged to meet all past due debenture coupons satisfactorily to him, and he withdrew the case from court, but suggested that an official trustee should remain in charge of the affairs of the district until he was paid up in full.

Thus, although I have a general supervision over all Ruthenian boards of trustees, I do not interfere in the management of the affairs of any district having its own local board of trustees unless they de-



AN OUTSTANDING PERSONALITY
(By permission of Miss Elston)

liberately refuse to conform with the requirements of The School Ordinance, and the regulations of the department, or allow the district to become seriously embarrassed financially, or hopelessly entangled through internal dissensions. Even if they do get into trouble, they are allowed every opportunity to settle it among themselves, and they are desirous of, and are becoming more proficient at settling their own difficulties. I visited one district to investigate some trouble. A number of the ratepayers assembled on the school ground almost as soon as I arrived. They blamed one of their number for reporting the case to

the department. As soon as he approached the school they made him run for his life. The very fact that a representative of the department keeps in close touch with these people often helps, when nothing else will, to bring about a solution of their difficulties. "The supervisor will be among us if we don't quit quarrelling," some will say. This quite often has the desired effect.

The Ruthenians are encouraged to elect a local board of trustees of their own as soon as practicable. In this way they learn useful lessons in self government and citizenship. At first the ratepayers were loath to delegate the administration of the affairs of the district to three men. Although they conformed with The School Ordinance by electing a board of trustees, the majority of the ratepayers attended each trustees' meeting and apparently had as much to do with the administration of the affairs of the district as had the trustees. If anything out of the ordinary occurred, they would probably be seized with panic and the affairs of the district would remain at a standstill until the matter was settled. Now, however, the trustees are given a much freer hand to administer the affairs of the district. If their administration is not satisfactory, the ratepayers usually exercise self control enough to wait until the annual meeting takes place, and then they elect a trustee who will carry out their wishes better.

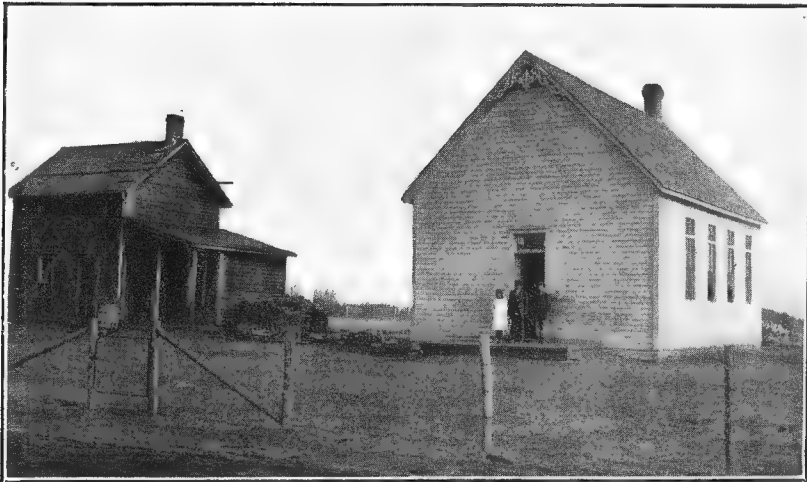
Thus, in the beginning of the year I handed over the administration of the affairs of Radway School District to a board of trustees. In 1912 the local board of this district evidently lost a grasp of the financial condition of the district and rather than plunge blindly into debt they became inactive. A number of ratepayers who had children of school age wished the school to be kept open and protested against the inactivity of the board. I was appointed official trustee of the district, and immediately placed an efficient teacher in charge of the school. The outstanding notes were redeemed and an analytical statement of the financial condition of the district was submitted to the ratepayers at the annual meeting in January, 1913, so that they clearly understood where they were at. The local board elected at this annual meeting has managed the affairs of the district quite successfully since.

The ratepayers of Vladymir School District, near Mundare, were also allowed to elect their own trustees. Six months later, however, they persisted in retaining an unqualified teacher, and, as I stated above, an official trustee was again placed in charge of the affairs of the district.

As already stated, the Lwiw board of trustees readily acquiesced in the action of the Department in the appointment of an official trustee. Two months later the ratepayers of this district were allowed to elect a board of trustees. This board has since then proved itself quite efficient.

It has been interesting to watch the material development of these people. The majority, when they landed in Alberta, counted themselves fortunate if they had flour to last them two or three months after reaching their homestead. They build their first house and then the husband would go to earn money on the railroad or in the mine, while his wife and family would stay at home and look after the potato patch and garden. As soon as they would gather up enough money to make a "start" the husband would stay at home and till the soil. Public opinion among them, however, had a retarding influence. If any one by his own industry became prosperous, he became disliked and shunned and sometimes even boycotted and intimidated. However, a strong

character would arise here and there throughout the colony who was indifferent to public opinion. By sheer force of will and industry he would outdistance his neighbours. The community around him would unconsciously catch his spirit until a prosperous group was formed. These groups grew larger and larger and became more numerous. Better buildings soon sprang up, till now a rapidly increasing number of them are building roomy, well-aired modern Ruthenian houses. A teacher whose curiosity was aroused by watching the constant stream of wagons, day after day, going to market with loads of hogs inquired how many of these animals each of the ratepayers in his district had. He was surprised to learn that the least any farmer had on an average the year around was sixty, while some kept as many as four hundred. The spirit of activity and enterprise among them is slowly but surely displacing the spirit of apathy and repression. Improvement in roads is engaging their attention more seriously than before.



WOSTOK SCHOOL AND TEACHER'S HOUSE

School attendance in newly settled rural communities is not so good as a rule as in older established districts. Ruthenians make no exception to this rule. One prominent Ruthenian said to me some years ago, "You may organize districts and build schools but the schools will remain empty." Later events showed that he was extreme in his judgment, but many a parent whether Ruthenian or not puts his own immediate advantage above the welfare of his child and keeps him at home to work on the farm when he should be in school. During the year, however, The Truancy Act, which was revised and made much more workable during the session of the legislature last October, made itself felt in the Ruthenian schools. To cite a typical case:—A Ruthenian parent received a letter from the Chief Provincial Truant Officer requesting him to send his child to school within five days or he would be liable to prosecution under The Truancy Act of the Province of Alberta. He sent his child to school at once, and pleaded with a prominent Ruthenian to intercede with the Government for him, so that he

would not be fined. Perhaps a more typical example was the case of a Ruthenian who was boasting that nobody could force him to send his child to school. He received a similar notice from the department and not being able to read it took it to a neighbour to have it read. He quietly went home and sent his child to school forthwith to the amusement of his neighbours, who heard him talk so boastfully before.

I have the honour to be, Sir,

Your obedient servant,

ROBERT FLETCHER,

Supervisor of Schools Among Foreigners.

SCHOOL FOR FOREIGNERS

REPORT OF W. A. STICKLE,

PRINCIPAL ENGLISH SCHOOL FOR FOREIGNERS,

VEGREVILLE, ALBERTA.

HON. J. R. BOYLE, Esq., K.C., M.P.P.,

Minister of Education,

Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the English School for Foreigners, for the year 1913.

In November, 1912, a vacant store was secured in the town of Vegreville, and alterations were begun to make it suitable for classrooms and dormitory. Despite every effort the work could not be completed before the end of January, 1913. Even greater difficulty was experienced in getting a house with sufficient room for kitchen, dining-room and principal's residence. When failure seemed almost certain, Dr. Goodwin, mayor of the town, who has been a staunch friend of the school, offered to build a suitable house. The work was prosecuted with all possible speed, but, owing to the coldness of the weather, and the scarcity of workmen, the residence was not ready until the middle of March. Classes were begun on February 3rd, the students boarding in the meantime at a private house near the school.

At the time of opening, the students numbered nine, but in a few days the number increased to eighteen. The total enrollment for the first term was twenty-three. These young men ranged in age from 16 to 28, and in education from Grade I. to Grade IX. A preliminary test showed that it would be necessary to begin with elementary work in all subjects and let the individual students advance as fast as they could master the work. For the first month, special emphasis was laid on elementary English, several drills being taken daily, on single sounds, difficult combinations of sounds, and words, phrases and sentences involving sounds particularly difficult for the students, such as:—o long, th as in "thin," and in "that," v, w, etc. These phonic drills have been kept up throughout the year with excellent results. Another very helpful exercise which we have combined with the phonic work for several months, is a period of question and answer on familiar objects or important topics. Sometimes, one student asks a question and another student, indicated by the teacher, answers. If the answer is correct, this student

asks another question, and so on. Errors in English are corrected, and reasons given where these are likely to be helpful. In any case, the student who made the mistake, repeats the correct form and generally the whole class also repeats it. We vary this occasionally, by having a printed list of questions on such subjects as "Farming," "Climate," "Government," etc., which give the students practice in English, and at the same time afford an opportunity of widening their knowledge and reviewing their class work. Students are also encouraged to make free use of the library which now numbers 141 volumes, covering a wide range of subjects.

The regular public school and high school curriculum were followed, and by the end of June several students had covered the work of five grades in English, Geography, Arithmetic, Civics and Drawing. The History gave most trouble owing to the difficulty in reading the text. We were able to overcome this in some degree by using the History text as a Reader, and making the reading lesson of one day, the History lesson of the next day.

Early in May Mr. W. F. Gillespie was appointed assistant. He is specially fitted for the work and proved himself a most loyal, earnest, and capable teacher. He took the classes in Mathematics and some miscellaneous subjects, while the principal took the work in English and the remaining subjects.

At the closing exercises, on June 27th, diplomas were awarded to several students for the completion of the preliminary course. Prizes were given by Mr. Peter Svarich, a friend in Winnipeg, and the staff. The valedictory was prepared and read by Mr. Alex. Hryhorovich, and was highly creditable, considering his short training in English. It will not be long until some of the young men can pass the Departmental examinations for entrance to the Normal School, and this will no doubt be the means of encouraging others to take up the work.

The lighting and ventilation in the original class rooms were very defective, so, more suitable quarters were engaged in the Dobbins block, and these have proved much more satisfactory. The school re-opened on October 1st, with an enrollment of fourteen which gradually increased to twenty-six. The students were divided into four classes, two doing Public School work, and two doing High School work. All were started at the beginning of the course on which they were working, and were allowed to proceed as fast as they could grasp the work. This necessitates a great deal of individual teaching but it enables a clever student to make rapid progress. Even the best students have a poor foundation in the elementary principles of most subjects, and do not seem to know how to study. On the whole, though, there is satisfactory effort and fair progress. There are fifteen taking the Public School work, six taking Grade IX. work and five taking Grade X. work.

The assistant during the second term was Mr. James T. Maloney, who took a deep interest in the work and was a loyal and painstaking helper. He had charge of the Public School work, while the principal took the High School work. The matron and the residence staff were faithful and enthusiastic, and put forth every effort to make their department a success.

The school is not yet out of the experimental stage, and it is too early to predict the direction in which its greatest usefulness lies. It is, however, already apparent that greater progress could be made if the students were not all of the same nationality. Great difficulty has

been met in getting the boys to use the English language in their ordinary conversation. Various expedients have been tried, but with indifferent success. The experience of the past year would also seem to indicate that students beyond the age of 22 or 23 are not likely to make a very marked success in the school.

The institution has to meet two great obstacles, first, a rather widespread feeling among the foreign-speaking settlers that they should preserve their "nationality," and second, an equally widespread feeling among the English-speaking residents that the "foreigner" is better without much education, inasmuch as education increases his power and his desire for that "liberty" which knows nothing of the responsibility connected with true British freedom. That there is danger in this direction, is certain, and it remains to be proved that the right kind of education does not lead to this undesirable result, but, on the contrary, is the best preventative of it.

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,

Principal English School for Foreigners.

SUMMER SESSION FOR TEACHERS.

REPORT OF DR. MILLER,

DIRECTOR OF THE SUMMER SESSION FOR TEACHERS,

UNIVERSITY OF ALBERTA.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

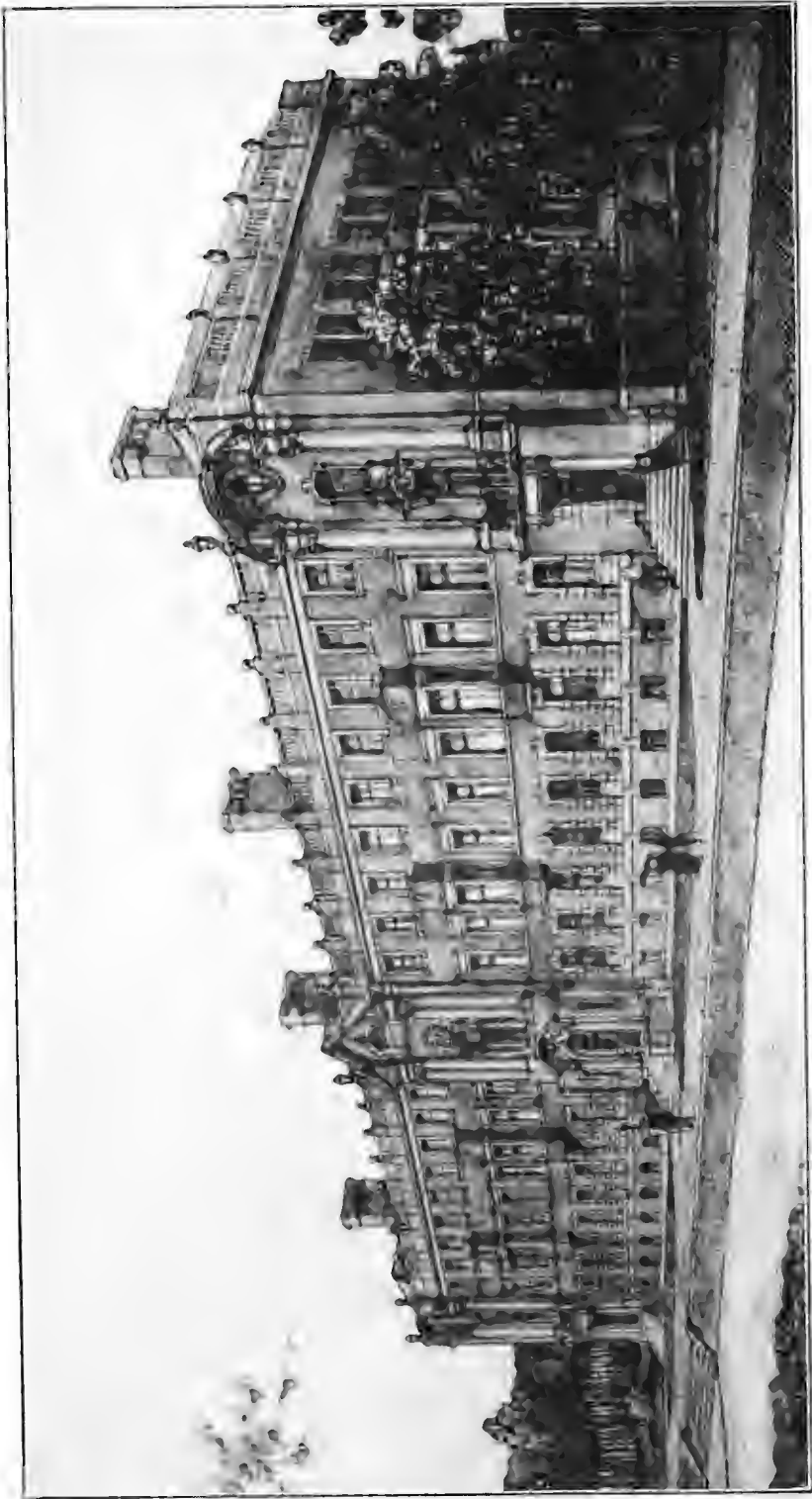
Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the first annual report of the Summer Session for Teachers held at the University of Alberta.

In accordance with your instructions and the policy of the Department of Education regarding provision for the supplementary training of the regular teachers of the province, courses were offered in the following subjects: Agriculture and Gardening, Nature Study, Domestic Science, Elementary Manual Training, Woodwork, Physical Training, Art Methods and Drawing and Painting. The session opened on July 7th and closed August 8th. Through the courtesy of the Public School Board of Edmonton the Collegiate Institute, Edmonton South, including the Manual Training, Domestic Science and General Science equipment, were placed at our disposal. Arrangements were made with the University of Alberta for the accommodation of the students and the staff in the University dormitories. Several rooms and laboratories in the University buildings were made available for use in connection with the courses in Physical Training and Agriculture.

Dr. James C. Miller, Principal of the Normal School at Camrose, was appointed Director of the Summer Session. Mr. W. G. Carpenter, B.A., Principal of the Edmonton High School, and Inspector J. F. Boyce, B.A., of Red Deer, were placed in charge of the course in Nature



ARTS BUILDING—UNIVERSITY OF ALBERTA

Study. Mr. E. A. Howes, B.S.A., principal of the School of Agriculture at Vermilion, and Mr. W. J. Stephen, B.A., B.S.A., Principal of the School of Agriculture, Claresholm, assisted by Mr. R. W. D. Elwell, M.A., and Mr. Archibald Mitchell of Coaldale, Alberta, had charge of the courses in Agriculture and Gardening. Mr. Leo E. Pearson, Instructor in Art and Manual Training at the Normal School at Camrose, was placed in charge of the courses in Art Methods, Drawing and Painting and Manual Training. Miss E. I. Lloyd, B.A., from the Household Science Department of the University of Toronto, had charge of the Domestic Science classes. Colour-Sergeant Instructor Armitage, Instructor in Physical Training at the Normal School at Calgary, took charge of the classes in Physical Training.



INNIS LAKE SCHOOL
(Showing Prize-winning School Gardens)

Owing to the limited appropriation for the purposes of the Summer Session it was found necessary to restrict the number of teachers to be admitted to eighty. One hundred and thirty asked to be admitted. It seems unfortunate not to be able to provide the opportunity for the professional improvement of those of the teaching staff of the province who are willing to spend the greater part of their vacation in fitting themselves to do more efficient work. It is to be hoped that provision will be made for admitting a greatly increased number of teachers to the Summer Session of 1914.

Of the eighty students (nineteen men and sixty-one women) in attendance, one failed to do satisfactory work in all the courses undertaken, and two others failed to complete satisfactorily the course in one of the subjects included on their programs for the summer. Certificates

were issued to the students at the close of the Session giving them credit for the work accomplished. Seventy-nine of the students completed satisfactorily the course in Agriculture and Gardening, thirty-six the course in Nature Study, twenty-five the course in Art Methods, twenty the course in Drawing and Painting, fourteen the course in Elementary Manual Training, eighteen the course in Domestic Science, and thirty-eight the course in Physical Training.

While the central purpose of the Summer Session was the professional improvement of the teachers in definite and specific lines, the fact that those in attendance had given up the greater part of their summer vacation was not overlooked. Sociability was encouraged. Early in the summer an official staff reception to the students was held for the purpose of aiding the staff and student body to become acquainted.

At this event the Summer Session was honoured by the presence of the Minister of Education and that of the Deputy Minister and Chief Inspector of Schools and those members of the University Faculty in residence at Edmonton during the summer. Special week-end excursions down the North Saskatchewan River, and to St. Albert, and to Wabamun Lake were arranged for and proved most enjoyable. This social life of the session did much to bring the teachers into personal and professional comradeship. Many of the teachers of the province enter our schools directly from the Mother Country and from the other provinces. They are strangers in a new country, knowing few, if any, of their fellow professional workers and knowing little of our educational system and those responsible for its administration. Not the least of the benefits of the Summer Session is the bringing of these teachers into personal and professional touch with their fellow teachers in the province and with those in responsible positions in the administration of the educational system.

It is gratifying to know that the work of the session was sufficiently successful to cause the Minister of Education to announce at the official closing of the session that he was prepared to provide for the enrollment of double the number of teachers for the Summer Session of 1914. I cannot close this report without giving expression to my deep appreciation of the whole-hearted and enthusiastic way in which the members of the staff and student body entered into the work and play of the session. I wish also to express the appreciation of both staff and student body of the personal interest which the Chief Inspector and the Deputy Minister, the University Professors in residence during the summer and the Minister of Education took in the Summer Session for Teachers.

I have the honour to be, Sir,

Your obedient servant,

JAMES C. MILLER,

Director of Summer Session for Teachers.

PROVINCIAL TRUANT OFFICER.

REPORT OF M. M. O'BRIEN, EDMONTON,
PROVINCIAL TRUANT OFFICER.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report dealing with the enforcement of The Truancy Act for the year 1913.

During the first part of 1913 the enforcement of this Act was in charge of the Superintendent of Dependent and Delinquent Children. After being appointed to the position of Provincial Truant Officer I found that a great many teachers, trustees and parents were not familiar with the provisions of The Truancy Act and as a result a great deal of the work done during 1913 was of an educational nature, particularly with regard to the rural school districts. Each city and town district, of course, has its own truant officer and there were reports submitted during the year from 30 such officers. These officers dealt with a great many cases during the year and these reports show that there is great need for the work of such city and town truant officers.

During the year the irregular attendance or non-attendance of some 10,201 pupils was dealt with. Of this number 8,866 pupils returned to school, the others being exempt for various reasons, such as distance, illness, age, etc. The parents of some 1,902 pupils were advised or warned as provided by the Act and 64 cases were taken into court.

During the second term of the year, in the 203 rural districts dealt with, 913 cases of truancy were investigated. Of this number 647 returned to school, 186 were either unable to attend or were over or under age and as to the others, 80 in number, no information was available on account of either schools being closed or change of residence of the parents. The parents of 141 pupils were written to during the term and as a result ninety returned to school, eight were not located and forty-three were unable to attend. In forty-nine cases it was necessary to warn the parents regarding the consequences of truancy and as a result 37 pupils returned to school and the others were exempt.

All of which is respectfully submitted.

M. M. O'BRIEN,
Provincial Truant Officer.

REPORTS OF INSPECTORS.

REPORT OF G. FRED McNALLY, M.A., CALGARY,
CALGARY INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year ending December 31st, 1913.

At the close of last year this inspectorate extended along the main line of the Canadian Pacific Railway from Laggan on the west, to Bassano on the east. So great was the increase in work in Calgary and vicinity during the early part of the year that, at midsummer the eastern part of the district was cut off and a new inspectorate formed with headquarters at Bassano. Inspector M. E. LaZerte, B.A., was placed in charge of this new district. Since that change the Calgary district has consisted of thirty-three ungraded schools, the district of Bow River with three departments, the towns of Banff, Bankhead, Canmore, Cochrane and Langdon and the city of Calgary. The entire Inspectorate as it existed during the latter half of the year was covered and in all two hundred and forty-four inspections made.

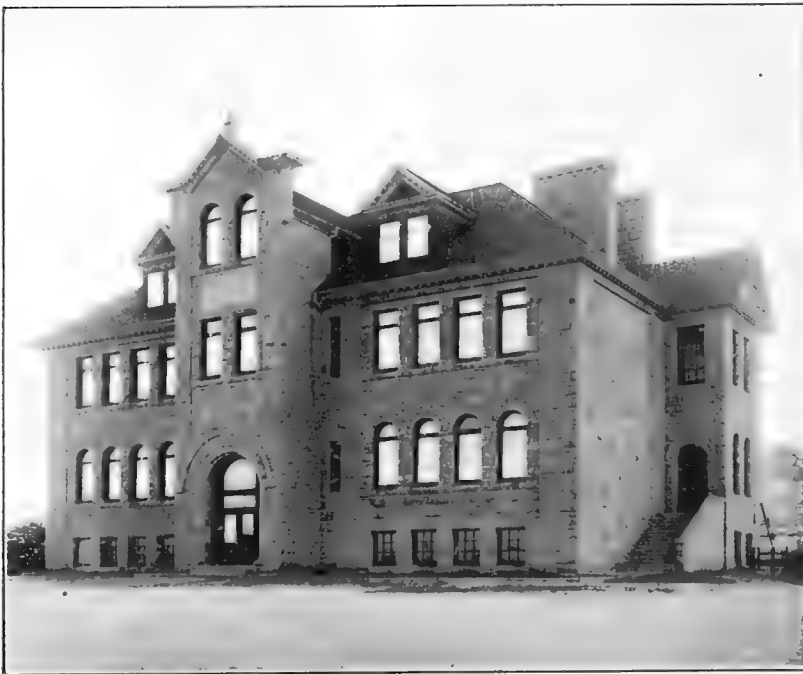
In last year's report attention was called to the unsatisfactory state of the buildings in several of the districts in the vicinity of Calgary. It is a pleasure to report that many of these have made quite extensive improvements during the year. Beddington, Pleasant Range, Buttes, Delaware, Glendale, Glenmore and Brushy Ridge all deserve special mention in this regard. The situation at Glenville, Dry Creek and Rocky View continues unchanged. At Midnapore and Little Jumping Pond new buildings must be built.

Very fair work is being done in most of the rural schools. Teachers change very frequently and the interests of the pupils suffer. Some day perhaps rural school boards, well able to do so, will actively bid against the town and city for experienced and well-trained teachers and win in a fair share of the instances. In these days when so much is being said of the inefficiency of the rural school it is a pleasure to be able to report a very fair percentage to be doing work of a satisfactory character and fulfilling in a large measure their functions in the rural community. It is a matter of regret that the school building is seldom used for any purpose other than routine school work. In most cases the school grounds are neglected. There was not a real school garden in the district so far as was able to be judged at the time of inspection.

A great revival of interest in school grounds and premises generally is promised as a result of the work done at the Summer School. Already the influence of the school has been noticed in the work of the teachers of this inspectorate who attended the first session in July last. Teachers from other provinces and from abroad, especially, should attend these schools in order that they may get our point of view in Nature Study and similar work. Graduates of the Summer Schools will be able to lead the way in the matter of school gardens, school fairs and in the

general beautification of school grounds. Inside two years boards of trustees will be advertising for teachers who have completed the summer courses.

Work of a very satisfactory character has been done in the towns included in the inspectorate. Langdon, Cochrane and Banff have all increased their accommodation through opening an extra room in each case. In both Canmore and Bankhead additional accommodation is sorely needed. It is hoped that both districts will make provision for this at the annual meeting. At Banff the board erected during the year a very handsome solid brick school. The design of the building is quite in keeping with other public buildings in the town and is a credit to the board and ratepayers alike. Four rooms are in use at present and pro-



MOUNT ROYAL SCHOOL, CALGARY

vision has been made for two more when they shall be needed. At Cochrane a very successful entertainment was held and upwards of one hundred dollars added to the piano fund. In all these towns the people are taking an increased interest in education and the prospect is bright.

The percentage of attendance throughout the district has been good. In the rural schools the excellent fall weather allowed the older pupils to return in good time and a very good average was maintained. Few of these schools fell below eighty per cent. on the term's work. In one or two of the towns the attendance has not been satisfactory. The recent amendments to The Truancy Act will make it possible to remedy these conditions. Calgary has in R. L. Barker a most efficient truant officer and a high percentage of attendance has been maintained in both public and separate schools.

Early in the year a serious difficulty appeared in connection with the schools in the western block of the irrigated lands of the Canadian Pacific Railway. Through no fault of the districts nor yet as it appeared of the company, several districts were unable to continue the operation of their schools and to meet their debenture payments. This situation arose through large numbers of the landowners of this section being resident in the United States or abroad. When such landowners neglected to pay their taxes nothing could be done to enforce payment. Thus the whole burden of providing for the maintenance of several schools fell upon the few ratepayers who might be resident in the district. An investigation was made as to the actual conditions obtaining in each district by the inspector and the facts thus secured presented to the Department of Education and the officials



CONNAUGHT SCHOOL, CALGARY

of the railway company. The company was greatly interested in the statement presented and assured representatives of the department that no schools would remain closed because of failure of absentee owners to pay their taxes.

In Calgary an advanced educational policy has been well carried out by an aggressive board. Three large schools, King Edward, King George and Ramsey, were put in commission during the year. These have a combined capacity of forty-five classes. The schools are thoroughly modern in type and about the last word in school architecture. Three other large schools, Sunalta, Bridgeland and Balmoral, will be ready for occupancy early in the new year. When these are completed the board hopes to have the question of accommodation so well in hand as to have to undertake little building during the year 1914.

At midsummer the attendance at the High School became so large as to be impossible of accommodation in the building then in use. To meet this situation a branch High School was opened; F. W. French, B.A., was appointed principal and given two additional teachers. Quarters were found in the east end of the city in the Alexandra school and about one hundred students are in attendance. The new Technical High School, owing to the difficulty in securing money, was left over till a later time.

In the spring of this year the Calgary Public School Board sent a commission to the East to investigate the work being done in pre-vocational schools. The members of the commission were greatly impressed with what they saw and recommended that similar work be undertaken in Calgary. Robert Massey, B.A., was appointed principal of pre-vocational schools and set about the organizing of such work for the beginning of the year. More than eighty pupils have applied and the courses are being arranged. Work in sewing, household economy, printing, woodwork and some of the subjects of the grades will be given. This is an interesting experiment in view of the large number of industrial centres in the province.

Success continues to attend the efforts of the committee in charge of technical education in evening classes. During this year over fifteen hundred have been enrolled in these classes. New centres have been opened and new courses offered. The attendance at the classes for foreigners has been larger this year than ever. A gratifying feature of this work is the fact that most of those who attended last year are back for advanced work. By the time the Technical High School is ready there will be a fine body of picked students from these evening classes ready to take advantage of it.

The Public Library is extending the sphere of its influence by placing at the disposal of the schools for Friday afternoon sessions and other times its "story-telling" expert. The visits of this young lady have proven most enjoyable and the results far-reaching. During the year a Schoolmen's Club was organized amongst the male members of the teaching staff, the school board, the superintendents and officials. The club has a membership of about fifty. The ladies have an organization known as the Women Teachers' Association. Both are flourishing and should be able to do much along social and educational lines.

In the north-western part of the city an aggressive committee has been engaged in the development of "social centre" work. As a result of the activity of this committee and the evening classes the Hillhurst school is open to the public practically every night in the week. The school board has placed at the disposal of the committee a warmed and lighted building, the ordinary equipment of the school, a projection lantern and certain gymnasium apparatus. A literary club, a debating society and mock parliament, a dramatic club, and a glee club are some of the activities which the committee is promoting.

Considerable expansion in the Roman Catholic Separate Schools took place during the year. Arrangements have been made, through securing temporary quarters, to bring the separate schools to practically every section of the city. The board has now some twenty departments in operation. Recently Mr. George J. Connolly was appointed superintendent of these schools, and he has already his work well organized.

With the increased supervision better work will be done than in the past though the board has reason to be proud of what has been accomplished.

In October, just before Thanksgiving, the South Central Alberta Teachers' Association met in Calgary. In point of attendance, management and programme the convention was a success. The executive had been successful in getting Dr. W. C. Murray, President of the University of Saskatchewan, for two addresses. His presence and assistance added greatly to the interest of the meeting.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Inspector of Schools.

REPORT OF INSPECTOR BOYCE, RED DEER,
RED DEER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on the Red Deer Inspectorate for the year ending December 31st, 1913.

The past year has been one of fair progress in this inspectoral division. The organization of new territory has been proceeding apace. At the beginning of January there were one hundred and sixty-two rural and urban departments and at the close of December the number had grown to one hundred and eighty-five, an increase of twenty-three for the year. The eastern part of the inspectorate is now nearly all organized. Of the districts organized this season the greater number is located along the western extension of the Canadian Northern and Alberta Central lines in the neighborhood of the Clearwater and Saskatchewan rivers.

While there has been a gratifying increase in the number of new districts, the usual number of new school houses have not been erected. No doubt the reason is that trustees have experienced difficulty in disposing of their debentures on favourable terms. With the approach of the New Year, however, the prospects for securing funds seem brighter and in all probability there will be the usual activity in constructing new buildings in 1914.

In consequence of the financial stringency there have not been the improvements on the school grounds as in former years. Some of the more enterprising districts have improved their premises by brushing, breaking, levelling, seeding, fencing, sinking a well, building a stable, painting the buildings, planting trees, making flower plots or school gardening, but it cannot be said that on the whole there has been much improvement throughout the inspectorate. Very great difficulty has been experienced in collecting taxes or raising money by other methods and in the effort to keep down expenses the yard has been the first to be slighted.

In a few instances creditable efforts in school gardening are in



SPRINGVALE SCHOOL.
(Two Views, Showing the Method of Lighting)

evidence. Where the teacher has first hand knowledge of the subject or is sufficiently interested to read it up, good results have followed. Both teacher and pupils display more than ordinary interest in and derive much pleasure from these little gardens. The fact that nearly all the work on the plots is done before school, at noon or during intermission is sufficient evidence of the interest taken by the children. Inasmuch as gardening is attractive to the pupils, takes little time from the ordinary school work and lends itself to a natural correlation with the other subjects of study it would seem reasonable to suppose that the simplest and most natural way of introducing elementary agriculture in the schools would be to emphasize for the present the school garden movement. In this connection it is worthy of mention that the comment of those teachers who attended the first session of the Summer School is almost universally favourable, not only upon the gardening, but also upon the other courses provided.

With reference to the actual work in the schools there seems to be no appreciable difference in standing from former years. On other occasions I have reported that the character of the teaching, the nature of the work done and the progress of the pupils in the urban and a few of the yearly rural schools seem as satisfactory as may reasonably be expected under the conditions prevailing in a newly settled country. I have also reported that, owing to circumstances over which we seem to have little or no control, such as, the lack of qualified teachers, the frequent change of teachers and irregular attendance, many of the rural schools fall far short of giving a reasonably fair common school education, but, while it is true that it is difficult to note any material progress in the ungraded rural schools during the past few years, it is to be hoped that the recent amendment to the Ordinance requiring that all schools shall be in operation the whole school year unless excused for good cause by the Minister will tend toward more efficient service and more real progress for this class of school. The question of getting an adequate supply of trained teachers, of retaining the teacher at least a year in a school, of procuring a few teachers with special training in Hand Work, Gardening or Elementary Agriculture, of rendering the work of the rural school more interesting, more practical, more vitalizing, in a word, more efficient, is one of the most difficult problems confronting educationalists of today.

Throughout the inspectorate teachers are falling in line with most of the work prescribed in the new course of studies. Nature study and writing seem to give the teacher more worry than any other of the subjects. The former presents difficulties because many teachers received no instruction in it during their school days and little training in method during the short term at the Normal. In consequence of an indefiniteness of the ideal the results are unsatisfactory. The teachers who may be fortunate enough to be admitted to the Summer School should receive much practical assistance from the course provided. The latter is still more perplexing. The obstacles in the way of changing the system of writing are more numerous and more complex than may at first seem. Many teachers having learned the vertical system when at school themselves and having taught it a number of years by a drawing or copying method are experiencing difficulty in adapting themselves to the free arm system. It is advanced by some teachers as an excuse for not teaching the movements that their older pupils write a legible hand and the movement exercises might spoil their writing. Some attempt the movement exercises in an aimless sort of way, give all the



RIDGEWOOD SCHOOL (Exterior and Interior Views)

movements for all the grades to the whole school in two or three weeks and because the pupils have not changed their hands and become better writers in this short time have the audacity to condemn the new system as a fad. Others teach the movements conscientiously during the writing period of ten or fifteen minutes a day, but permit the pupils to write any hand at all during the rest of the time and then wonder why the free arm system does not improve the legibility and the form of their pupils' handwriting. Still others give much thought and earnest effort to the subject while teaching it, but as all the exercises on the blackboard are in the vertical or back-hand and pupils continually see one system while endeavouring to learn another, the teachers' efforts are largely neutralized to say nothing of the faulty pedagogy of such a procedure. It would seem, therefore, that until such time as the teacher herself can write the free-arm system, all the writing placed before the pupils by the teacher is in correct form, the system and the exercises are taught systematically and drilled upon consistently and persistently and the pupils are led to introduce the movement into all their written work, much cannot be expected from the change prescribed, nor can the new system be said to have received a fair test. Inasmuch as replacing the vertical by the free-arm medial slant system is the most radical change introduced in the new courses of studies, it would seem good policy to give the conscientious teacher encouragement by providing a course in writing at the Summer School, by securing a specialist to travel from town to town for the purpose of giving a demonstration course in the subject and by granting a special certificate to teachers upon completing a course in writing satisfactory to the Department.

On October 16th and 17th a convention was held at Innisfail. A large number of teachers were in attendance, a good programme was provided and the papers and discussions interesting and instructive.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,
Inspector of Schools.

REPORT OF G. W. GORMAN, B.A., HIGH RIVER,
HIGH RIVER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on educational conditions in the High River Inspectorate for the year 1913.

The extent of this inspectorate during the year may be indicated by the following statement of its boundaries: On the west by the Rocky Mountains, on the north and east by the Bow River, and extending to southward to and including township fifteen. This inspectorate seems to fall naturally into three divisions, each presenting a different set of educational conditions:

(1) The western portion lying west of the Calgary and Macleod branch of the C.P.R.

(2) The central portion extending from the railway eastward to range twenty-three.

(3) The eastern portion extending from range twenty-three and bounded on the north and east by the Bow River.

In the first of these divisions there is still considerable unorganized territory. There has been little settlement of late and much of the land nearer the foothills has thus far been given over to ranching operations. The settlement which has taken place appears to be permanent in character, and the present population is, generally speaking, provided with satisfactory school accommodation. In all but one of the districts schools have been built—two new school buildings of modern and convenient type have been erected during 1913. All but four of the schools in this portion of the inspectorate were operated throughout the whole of the year, and of the four mentioned, two were conducted as summer schools, while two were closed because of an insufficient number of pupils in their respective districts. In my opinion very exceptional interest in school matters is shown by the people in this division of the inspectorate. The people have worked together harmoniously, and although many of the schools are a considerable distance from the railway and difficult to reach, the boards have managed to secure, and in many cases retain, the services of good teachers. In some of these schools the teacher has remained two or more years, and in many others no change of teacher occurred during this year. This circumstance has given a permanency and stability to the work which has resulted in steady progress by the pupils and in many cases has led to more advanced work being attempted. A considerable number of students from these schools are successful candidates at the departmental examinations.

In all of these districts the school grounds have been fenced and in a few the grounds have been improved and gardening has received some attention. There are many good school-houses and in most cases the equipment is ample and suitable.

Though the central portion described is quite fully organized, this year has seen the opening of modern four-room schools at High River and Okotoks, and the erection and operation of village schools in the new districts along the branch line from Aldersyde to Lethbridge. School buildings of a splendid type have been erected at Blackie (two rooms), and Champion (three rooms), and changes in the Ferrodale School No. 1908, have been made in order to provide accommodation for the village as well as the surrounding district.

In many of the rural districts there has been an awakening to an appreciation of the importance of the school and a renewed interest in its welfare. This has shown itself in improvements in the buildings brought about by general repairs and a liberal use of paint. Though the grounds are fenced, they are in few cases improved.

It must be noted, however, that seven schools in this part of the inspectorate were not in operation during the year. In each case this was due to the fact that the schools have temporarily served the purpose for which they were immediately required at the time of their erection, that is to say, the families of the earlier settlers have grown up, and in several districts the number of children of the school age is few, and consequently there is lack of community interest in the school. Some hardship has resulted to the more recent settlers in a number of these districts. However, this condition is of doubtful duration. Three schools which had for a considerable time been closed were re-opened

this year—one of these after being closed for three years re-opened with an attendance of twenty-five pupils. In every instance the school grounds in this division are fenced, but in only two districts has a satisfactory effort been made to secure improvements or school gardens. In the northern part of this division there are seven summer schools, though the number of children in each warrants the operation of the school throughout the year. These summer schools are a serious hindrance to educational progress.

In the eastern section settlement has been, and continues to be very rapid. There is here still a great deal of unorganized territory, and, although a large number of school districts have been organized, the people are by no means well served with school facilities. A great many



ELM STREET SCHOOL, MEDICINE HAT

children are not within reach of any school, and many of the schools already erected experience the greatest difficulty in securing teachers. Few qualified teachers can be induced to go so far from a railway, and not infrequently the interest of the permit teacher is divided between his homestead and his school. Great activity may be expected in this section. It is a fertile area and will be closely settled. Prospects for lines of railway are bright, and the handicaps mentioned will gradually be removed. The best rural school-houses are to be found in this section. They are large and modern in type, and all are generously supplied with suitable equipment. The grounds are ample in size, and in some instances fenced, though little has been done to improve them in any way. The people display a lively interest in their schools, which are in some cases truly social centres.

With reference to the teaching that is being done in this inspectorate I wish to say that on the whole I consider it to be of a high order. Where the teacher is familiar with the course of study I find a better grading of the pupils and a more intelligent presentation of the subject matter and a more effective correlation of the various subjects. Our qualified teachers are securing the best results in this respect. Teachers who have received their professional training in our Provincial Normal Schools are doing the best work. Many teachers who have received their professional training elsewhere, and are now showing a desire to understand and adapt themselves to new conditions, are also rendering excellent service. The chief weaknesses in grading and teaching are apparent in the case of the "Permit" teacher. In the town and village schools the boards have been able to secure the services of qualified teachers, and this, along with the fact that the graded schools permit of a closer classification, has resulted in instruction of a higher order in these schools.

With regard to the class of instruction in the various subjects I consider that the most effective work is being done in the reading and arithmetic of the first four grades. In the case of reading in these grades emphasis is placed upon enunciation, expression, and an appreciation of the value of reading. In the more advanced grades there is a tendency to neglect these, and consequently the reading is not of the same high order. In the teaching of arithmetic the teacher presents the fundamental conceptions of arithmetic and secures some real power on the part of the pupils to handle the four rules with accuracy and facility. There is, however, a weakness in the problem work of the higher grades, that is to say, there is a lack of discrimination with respect to the subject matter of the problems many of which are non-practical and not related to the experience of the child.

I am pleased that the teaching of composition is receiving considerable attention.

Many of the teachers are giving due prominence to the importance of the presentation and supervision of the pupils' written efforts in connection with their work in the various subjects. Neatness, improved spelling, better punctuation, and practical applications of composition, are some of the results. Where writing is systematically taught excellent results are being secured. The introduction of the new text books has given direction and continuity to the teaching of the subject. There is an evident tendency to neglect, and in some cases disregard, the teaching of history and geography in the rural schools.

In conclusion, I wish to say that I consider that there is a very earnest effort being put forth by the teachers in the schools of this inspectorate.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,

Inspector of Schools.

REPORT OF F. L. AYLESWORTH, B.A., OLDS,
OLDS INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1913.

Compiled from my notes on the inspection of one hundred schools, I beg leave to submit the following brief statistics:

Teachers employed during the year:

First Class certificates.....	28
Second Class certificates.....	96
Third Class certificates	19
Provisional Certificates (Permits)	24

One hundred and sixteen teachers are required for the hundred schools, a few of the schools being graded. There were accordingly fifty-one changes of teachers without counting the changes at the close of the year for 1914. This would largely account for a low average standing of classes.

The average experience of teachers employed was four and a half years.

Attendance of pupils: Seventy-eight per cent. of the enrolment. Punctuality averaged only forty per cent. Country pupils are on the whole very tardy. Management: The suitability of time table averaged sixty per cent., which is fairly creditable considering the number of "permit" teachers employed. Twenty-seven per cent. of the schools are still using unauthorized texts.

Grounds: Twenty-four per cent. only are improved, i.e., have been broken, levelled, seeded and have trees growing. Eight per cent. of the districts have school gardens. I may say in this connection that the Innis Lake S.D. No. 2237 ranks first in my inspectorate for improved rural school grounds and school garden.

The Didsbury S.D. No. 652 has the best town school grounds in the inspectorate.

Forty-three per cent. only of the schools have good wells, and not very satisfactory provision for drinking and wash water in the remaining fifty-seven per cent.

Twenty-five per cent. of the rural schools had closets that were unsatisfactory as far as cleanliness is concerned; though nine per cent. had made improvements in their outbuildings in 1913.

Twelve per cent. of the districts have unfenced grounds. The foregoing rather unfavourable statistics are to a certain extent offset by the fact that twenty-three per cent. of the districts made improvements in their grounds during 1913.

Buildings: Thirty-two per cent. of the buildings, school houses or outbuildings are in poor repair, to a greater or less extent. Ten per cent. of the districts have unpainted buildings. Thirty-two per cent. have no provision for scrubbing, seventeen per cent. have adequate equipment.

To offset this: (1) Thirty-two per cent. of the schools have modern heating and ventilating plants installed during 1912-13. (2) Forty-five per cent. of the districts made improvements in house or equipment during 1913.

The placing of teachers in rural schools is accomplished in many cases with considerable difficulty and is fraught with annoyance and

often with useless expense. Too many teachers when seeking positions give school boards and inspectors unnecessary trouble. Too often does the inspector have the disagreeable experience of writing, phoning and telegraphing, all three on behalf of a teacher who seemed very anxious to secure a position at the outset, and then have her reject the position finally for some trivial reason.

The most common and useful branches, viz: Oral Reading, Writing, Practical Composition, particularly Letter Writing and Business Forms, rapidity and accuracy in the simple rules of Arithmetic, the spelling of words in common use, these subjects are not, in the rural school, taught with thoroughness and with an eye to their effective use in the out-of-school life of the boys and girls. In fact the average standard reached by rural school pupils in these things is deplorably low. Even the town schools in the grind for examination purposes, neglect to give



MOUNT OLIVE SCHOOL, THREE HILLS (Showing Stable in Rear)

the attention they deserve to these ordinary studies. There appear to be too many forces working against the success of the rural school as we find it today. They may be indicated briefly—

(1) The difficulty in securing and retaining the services of a qualified and competent teacher.

(2) The failure of so many teachers to successfully meet the needs of the rural school by the exercise of the proper professional spirit.

(3) The boarding house problem.

(4) The irregularity and tardiness of pupils.

(5) The indifference of parents concerning the education of their children.

(6) The difficulty in financing rural school districts.

The Consolidated School and the Agricultural School such as is now in operation in the Town of Olds will in the opinion of the writer, eventually prove to be the salvation, educationally, of the country boy and girl.

In conclusion I would say that the the amendments made to The School Ordinance, The School Grants Ordinance, and to The Truancy Act, during the last session of the Legislature, if properly enforced, cannot fail to make for better schools in the Province.

I have the honour to be, Sir,

Your obedient servant,

FRED. L. AYLESWORTH.
Inspector of Schools.

REPORT OF J. A. FIFE, B.A., M.Sc., EDMONTON.
EDMONTON INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year 1913.

The boundaries of this inspectorate were entirely changed at the beginning of the year, it now includes the city of Edmonton, the villages of St. Albert and Beverly, and twenty-five rural districts within a radius of twenty miles from the city.

There were in the inspectorate at the beginning of the year one hundred and sixty-three graded and twenty-five ungraded departments, and at the close of the year, 230 graded and 25 ungraded departments—an increase of seventy-seven graded departments for the year. On account of being engaged at the Calgary Normal School for the month of January, and in the schools of the far north for three and one-half months, I was only able to visit one hundred and sixty-nine graded and twenty-one ungraded departments during the year. In addition to the ordinary teaching body there are employed by the School Board of the City of Edmonton: A superintendent, a director of Technical Education and twelve supervisors.

The standing of the teachers employed, so far as ascertained is as follows:

Degree of M.A. and first class certificate.....	5
Degree of M.Sc. and first class certificate.....	1
Degree of B.A. and first class certificate.....	17
First class certificate without degree.....	45
Second class certificate without degree.....	123
Third class certificate without degree.....	3
Permits	3

The majority of the teachers of the inspectorate are women. In the City of Edmonton there are one hundred and ninety-eight women and forty-one men; in the rural and village districts there are about thirty women and four men. I cannot speak in too high terms of the quality of the teachers engaged in the inspectorate. Many of them are adepts in their art; most of them are good; only a few are ordinary. Those

coming from our own Provincial Normal Schools are quite the equals of any we obtain from other places. Some of those who come to us from the British Isles excel in the teaching of composition, dictation, drawing and singing and their pupils' work books are usually much neater than those of pupils under our home trained teachers. Outside the city of Edmonton there has not been much change in the school buildings. Two new schools have been built; one at Beverly and one at East Edmonton. The Beverly school is a large four-roomed brick building of modern type, and well equipped. The East Edmonton school is a good brick building with concrete basement and hot air system of heating. In the city the Public and Separate School boards have had their energies severely taxed to supply accommodation for the rapidly increasing number of children. The following permanent schools were opened during the year: Parkdale, Bennett, Donald Ross,



PRINTING ROOM—EDMONTON TECHNICAL SCHOOL

and North Edmonton, and of the temporary Cottage type: Ritchie, Highlands No. 3, Norwood Extension No. 3, Garneau, King Edward Park, Allendale and Westmount No. 2. There are also under construction, but not completed: The Allan Gray, John McDougall, Westmount and Highlands schools. The permanent schools completed and under construction are of the latest approved models; and the heating, lighting, ventilation and general equipment are very fine. The Separate School board has built: A four-roomed school on University Avenue, a two-roomed school on Gallaghers' Flats, a four-roomed school in Elm Park, a two-roomed school in North Edmonton, and a four-roomed addition to the Kinistino Avenue school. In the city the increase in the number of teachers was seventy-two, and in the rural part of the inspectorate five.

The departments of educational work in which the greatest advancements have taken place are: The Manual Training and Domestic

Science, the purely Technical Education and the Evening schools. There is in each of ten of the large city schools, a fine Domestic Science laboratory with complete modern equipment; and in each of twelve of them a Manual Training room equally well equipped. The Domestic Science teaching is done by three supervisors, and the Manual Training by two supervisors assisted by the teachers in charge of the different grades. The Domestic Science course includes sewing for the girls of Grades V. and VI., and Cooking for the girls of Grades VII., VIII. and IX. In Manual Training, construction work, such as paper folding, paper cutting, pasting, clay modelling, raffia, basketry and mat-weaving, is taught to Grades I. to VI., and shop work to Grades VII., VIII. and IX. The provision for the teaching of Technical Education deserves special mention. A temporary building has been fitted up at a cost of \$8,000.00 and equipped at a further cost of \$20,000 to serve



WOOD-WORKING ROOM—EDMONTON TECHNICAL SCHOOL

present needs. Provision has been made for both day and evening classes. The course for the day classes includes: English, Mathematics, Industrial and Commercial History and Geography, Civics, Hygiene, Free Hand Drawing and Design, Mechanical Drawing, Home Economics, Wood Working and Printing. The courses for the evening classes are similar to those for the day classes, but the work is of rather a more advanced character. As day students there are enrolled seventy-three, and in the evening classes one hundred and eighty two. For the evening classes one hundred and one students, for whom there is no accommodation, are seeking enrolment. In addition to the classes in the Technical School, night classes have been formed for those wishing to improve their general education, and especially to enable the non-English speaking part of the city's population to learn English. In these night schools there are two classes each of fifteen young ladies taking training in Domestic Science, a class of twenty-five

students in Stenography and Type-writing, and one hundred and fifteen students, chiefly foreigners, learning English and elementary Arithmetic.

PROGRESS OF EDUCATION IN THE NORTH.

During the summer of this year it was my privilege to visit most of the organized school districts north and west of the Athabasca river, and also a number of the mission schools which receive money grants from the province. At Athabasca Landing school conditions have improved very rapidly. In 1910 when the school was previously inspected, there was an enrolment of about thirty children, and one teacher was in charge. The school building was an old one-roomed structure with very ordinary equipment. There is now an enrolment of one hundred and thirty-one pupils and three teachers, with urgent need of a fourth one. A very fine four-roomed brick building is nearing



BENCH-WORK ROOM—EDMONTON TECHNICAL SCHOOL

completion, and it will be fully occupied as soon as it is ready. Prior to the year 1911 there were not more than two or at most three regularly organized school districts north of the Athabasca River. The educational needs of the people being supplied by the Anglican and Roman Catholic Mission schools. These schools are generally taught by the Sisters of some Roman Catholic Order, or lay teachers, male or female, of the Anglican Church. The teaching has a distinctly religious trend and is rather old fashioned. The teachers are not qualified according to our provincial standard, but they are a self-sacrificing band of devoted women and men who have added a great deal to the usefulness and happiness of the lives of the children who have attended their schools. In many of the mission schools there is good dormitory accommodation, and most of the children are resident and they are taught to care for their own beds and clothing. The girls are taught mending, darning, plain sewing and knitting, and the boys are given some practical

instruction in caring for stock and the simpler farm operations. In the Anglican Mission Schools visited, the only language taught is English. In the Roman Catholic schools most of the teachers speak and write English well and are teaching it with a fair degree of satisfaction. During the month of July, pursuant to your instructions, a short course of instruction in methods of teaching and explanation of the Course of Studies, was given at Grouard. There were in attendance fourteen Roman Catholic teachers, eleven of them being Sisters who are employed in teaching in the mission schools. About ten others expected to attend, but owing to a disabled steamer on the Peace River, and the washing away of bridges in other parts of the country, were not able to arrive in time. Those in attendance entered heartily into the work and appreciated the effort made by the department to help them. I am satisfied that the work done will bear good fruit in the mission schools. The mission teachers work under great difficulties. In many cases the



MACHINE SHOP—EDMONTON TECHNICAL SCHOOL

pupils come from homes in which there is little or no culture. There are no libraries to which they can have access, and they are far removed from others in the same calling, from whom they might get encouragement or inspiration. Their equipment is meagre and their methods usually old-fashioned, but I found among them a very general desire for improvement. They were anxious to get the names of helpful books and periodicals and to learn something of the latest methods of teaching. When one considers the difficulties under which they labour, it is surprising that their work is as good as it is. In one school visited there were twenty-five pupils enrolled, all resident but three, and the teacher had charge of them night and day. She, with the help of two or three of the older pupils, provided all the meals and did all the housework excepting the washing. The teaching done in this school is good and the pupils progress very satisfactory. In another school I found a teacher in charge of twenty pupils for whom she provided dinner. She.

with the help of the pupils, cut all the firewood used. Her living room was a small lean-to at the end of the school and her bed-room a loft above the class room. In the Autumn and Winter evenings the school room is used as a social centre where the young people of the neighborhood may spend their time under the teachers' supervision, in reading the books and magazines supplied by the interested friends in the old land. This is work which is worth while and means much to the lives of the children in these new districts. One cannot help admiring the devotion and self-sacrifice of teachers such as those referred to; they are heroines of the best type.

At High Prairie, west of Lesser Slave Lake is the oldest regularly organized school district north of the Athabasca river, it was erected in June 25th, 1908, (Prairie River). At Grouard School has been conducted in the Methodist church for over a year. The district is regularly organized and has almost completed a new four-roomed school. South of Lesser Slave Lake, about fifty miles from Grouard, there is a school district. The building is a rather poor, unfinished log structure and was used both as a church and school. Between Grouard and Peace River Landing there are no schools. At the Landing there is a school with an enrolment of about thirty pupils. Between the Landing and Dunvegan there are two school districts, but so far only one school has opened. Crossing the Peace again one meets the next school at Spirit River. It has been open for about two years, but up to the present there is not a permanent school building. Farther south and east there are, scattered over the Grande Prairie Country, twelve school districts. Two of them have frame buildings and the others very neat log ones, and all but two were in operation at the time of my visit. This great stretch of country is opening up fast and soon there will be demands for many more schools.

The trip into the North country has up to the present been expensive and tedious. The settlers have not yet been able to realize much from their farms. Money is therefore scarce and teachers' salaries are comparatively low, ranging from five hundred dollars to eight hundred and forty dollars per annum. Very few of the teachers are qualified, those holding certificates either being homesteaders or the daughters of farmers living in the district. Conditions will change rapidly on the advent of the railway.

Respectfully submitted,

J. A. FIFE,

Inspector of Schools.

REPORT OF A. HARTLEY, B.A., CORONATION,
CORONATION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Coronation inspectorate for the year ending December 31st, 1913.

At the beginning of the year this inspectorate, then Castor inspectorate, included approximately two hundred and forty townships.

In October its area was reduced to about one hundred townships. This is only about one-third of the area over which I had supervision in the year 1911. The name of the inspectorate was also changed in October. I believe Castor may still be considered the most important town, though the population of Coronation is not much less than that of Castor.

Railroad development has continued throughout the year; the Lacombe branch of the C.P.R. is now in operation as far as Monitor, in range 4, and the grade to Kerrobert is now ready for the steel. On the Coronation-Sedgewick line the grade from Coronation to the Battle River is all built.

During the year a handsome four-roomed brick school was erected in Coronation. Numerous rural schools were also built. The



PUBLIC SCHOOL, CORONATION

latter are of lumber in every case and are uniformly neat and well-finished. In one respect few, probably not 3 per cent. rural schools have the minimum window area recommended by the department. This only becomes serious in those cases where the tinting of the walls has not been considered important. Where the walls are of a dark shade the children's eyes are suffering. In one school, at least, the trustees have re-tinted the walls at my suggestion, and I believe this will be done in other schools. I see no objection to some light being admitted through windows in the right wall, near the rear of the room. Trustees fail to understand that if light be admitted from one side only, much more light must be admitted from that side.

Many school boards have erected fences around, and stables on their school grounds. These are generally attended to as the neces-

sity for them arises. Little or no attempt is made generally to level the school grounds. So far as I am aware, not one transplanted tree is growing on any school grounds in this inspectorate. The Netherby S.D., now outside this inspectorate, planted last spring 50 maples with great care, and they probably will have a nice grove in a few years. This beautifying of the grounds around rural public buildings, especially in prairie regions, is surely deserving of more careful attention on the part of school boards.

At my visits during the year I found in charge of schools seventy-five certificated teachers and fifty teaching on permits. Of these thirty-six were males and eighty-nine were females.

In several schools I found teachers on permits in charge who had never asked for a supply of Alexandra Readers; in other cases, to save themselves the effort of signing the requisition for these Readers, they had got along with one or two Readers where five or six were required in some classes. As for the Course of Study, such teachers had not even heard there was such a thing.

On the other hand an occasional untrained teacher was doing good work.

At some of my visits to newly opened schools I found the classification of pupils unsatisfactory. Children of eight to twelve years of age were in Grade I., simply because they had not learned to read and they were making the progress only of Grade I. pupils. The mental development of children, as well as the school attainments, had not been considered in classifying. Such pupils should be given every opportunity to progress as rapidly as they are able.

As our teachers are from various countries, it is interesting to observe that the virtues and vices of teachers are generally characteristic of the system under which they were trained. While strong common sense and sympathy for children seem noticeable features of teachers from the United States, they seldom insist on earnest work from pupils. The reverse is true of teachers trained in England. They insist on earnest work but are often hard taskmasters. The ideal teacher has characteristics including the virtues of both classes above and the vices of neither.

Our pupils are often over-trained in Arithmetic, so-called, but not in the science of numbering. The mental strain required in the problems set, in long columns of addition, etc., only produces brain-fag, and results are most unsatisfactory. Less time devoted to this subject in junior grades, and the elimination of all work not prescribed by the course of study, would produce infinitely better results.

I have the honour to be, Sir,

Your obedient servant,

A. HARTLEY,

Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A., VEGREVILLE,
VEGREVILLE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1913.

Several districts were organized and several school-houses erected during the year. A number of schools were opened for the first time during the year. There are a few districts in which school-houses have not been erected, but these are in new and comparatively poor communities. The buildings that have been erected are substantial, commodious and comfortable.

Nearly all the school buildings are good and are pretty well equipped. Many of the schools have good stables and quite a number have small houses for the accommodation of the teacher.

The school grounds as a rule consist of two acres and most are fenced. With a few exceptions, little has been done with regard to tree planting or beautifying in any way. At the Pruth school 700 seedling trees were planted and were cared for by the teacher and pupils. The Soda Lake school has also several hundred trees growing. Several schools had fairly successful gardens.

The majority of the schools in this inspectorate are in non-English communities. Most of them have, so far, been open only in the summer, and progress in the acquisition of English has been rather slow. In some Ruthenian districts where the school has been kept open throughout the year, and especially where the same teacher has been in charge for several years, the progress has been very satisfactory, indeed. In these schools progress is slow until a number of the pupils acquire a working knowledge of English, when it becomes much more rapid on the part of all the pupils.

The chief difficulty with the non-English schools has been, as in past years, the impossibility of getting an adequate supply of competent teachers. Since nearly all the pupils of these schools hear little English except at school, it is absolutely necessary that the teachers know English well and use it correctly.

In English-speaking districts the schools are conducted with fair regard for the course of studies and the regulations of the Department.

The ordinary subjects, except composition, are fairly well taught.

High School work has been done in the public and separate schools in Vegreville, and judging by the results of the departmental examinations, it has been well done. Nearly all the candidates from these schools were successful. During the fall term Grade IX. work was done in a number of other schools.

A teachers' convention of the Vegreville and Vermilion Inspectorates was held in Vermilion on October 16th and 17th. It was fairly well attended, and the papers and discussions were interesting and helpful.

I have the honour to be, Sir,

Your obedient servant,

J. C. BUTCHART,

Inspector of Schools.

REPORT OF W. SCOTT, B.A., HARDISTY,
HARDISTY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Hardisty Inspectorate for the year 1913.

The present Hardisty Inspectorate is not more than one-third the size of the original inspectorate. Such has been the development in the eastern part of central Alberta that three inspectors are now required to cover the original territory known as the Hardisty Inspectorate. In much of the country the railroad land has been bought and settled upon. This has greatly improved educational conditions and made it possible to finance much smaller districts. On this account also many districts have lowered their rate of taxation and have lengthened their school term. The number of yearly schools has largely increased during the year.

During the year the C.N.R. has constructed a line south-easterly from Camrose along the north bank of the Battle River. When completed this will serve a well settled country and will add to the general prosperity of the district. The C.P.R. is also constructing a line southward from Sedgewick. The building of these lines has brought about the sale of railroad lands and greatly improved educational conditions in the part of the inspectorate west of the Battle River.

Throughout the inspectorate a change is coming over the methods of farming. In the early pioneer days wheat farming was the ambition of the great majority of the settlers. At the present time farmers are endeavouring to get into mixed farming. Small herds of cattle and horses are now to be found on almost every homestead. A few farmers have flocks of sheep. Hog-raising, too, is an important industry. The wheat crop for 1913 was abundant and of an excellent grade, but farmers depend as much upon their stock as upon their grain. All these changes have been in the interests of the rural schools. The enrolment is larger and trustees are more willing to keep their schools open for the whole year.

Improvement in the towns has kept pace with improvement in the country. At Strome a large flour mill has been built, while smaller plants have been installed at Lougheed and Hardisty. There are now six local newspapers. These and similar advances have enabled the towns to take up higher educational work. In this respect Hardisty is taking the lead and is preparing to build a school in which the needs of the high school will be adequately met.

Many boards of trustees have had difficulties in securing qualified teachers. On this account schools have had to open up from one to two months later than they wished to do. This shortened the school term in many districts. On the whole trustees have made creditable efforts to secure teachers. The workings of the Act in respect of municipalities has had to be learned by boards of trustees. In many cases differences have arisen in regard to school finances, but very few serious clashes have taken place.

The standard of efficiency in the ordinary subjects of the school course has been maintained during the year. This is very satisfactory, in view of the fact that so many teachers are recent graduates

of the Normal Schools, or are from Eastern Canada and the British Isles. Few teachers in the rural schools remain for more than one year in a district. There has been no improvement in this respect.

There has been a decided improvement in the teaching of Agriculture during the year. There is a greater demand for the teaching of this subject from boards of trustees, and greater efficiency on the part of teachers in teaching it in a practical way. Many teachers have done good work, but undoubtedly the greatest success has been achieved by W. M. Fleming, in Argyle S.D. No. 1657. At the school fair held in this district there were splendid displays of vegetables, flowers, etc., grown by the children in gardens at their homes. Mr. Fleming has shown fully that Agriculture can be successfully taught in our rural schools.



CONNAUGHT SCHOOL, MEDICINE HAT

There has been a marked tendency during the year to increase the salary of teachers. The usual amount received per year by rural teachers is seven hundred and eighty or eight hundred and forty dollars. In some cases the salaries are even higher. These increases in salary should encourage teachers in larger numbers to enter the profession and will add materially to the efficiency of the rural schools by retaining teachers longer in the service.

The fifth annual convention of the teachers of the inspectorate was held at Hardisty on October 16th and 17th. About forty teachers were in attendance and discussed a varied program under the presidency of A. H. MacLachlan. The teachers were assisted in their work by Mr. Pearson, Art Master of the Normal School, Camrose,

and by Mr. Elliott, Principal of the School of Agriculture at Olds, also by Mr. Nelson, Inspector of Schools, Wetaskiwin.

A considerable teachers' library of some one hundred and fifty volumes has been secured during the year for the inspectorate. The books selected are intended to broaden out both the non-professional education and the professional education of teachers. Generous aid has been given the library by the Board of Trustees, Hardisty; by Dr. James C. Miller, Principal of the Normal School, Camrose; by W. R. Alger, Manager of the Canadian Bank of Commerce, Hardisty, and by others. The board of trustees, Hardisty, are providing a room in their new school specially equipped for the library.

On the whole the year 1913 has been a successful one for the schools of the inspectorate. Pioneer conditions are passing away and with them many of the hardships under which the schools have laboured. Parents of children heartily welcome the changes in the Ordinance which make it necessary for each board of trustees to provide fully for the education of all the children in each district. It makes for more efficient supervision of schools and is especially helpful in dealing with indifferent boards of trustees.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,

Inspector of Schools.

REPORT OF INSPECTOR THIBAudeau, LACOMBE,
LACOMBE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Lacombe Inspectorate.

This inspectorate comprises that part of Townships 40 to 44, inclusive, lying between Range 16, West of the Fourth Meridian, and Range 5, West of the Fifth Meridian. It includes one hundred and sixty-five schools, or school departments, six of which are new rural districts organized during the year, and one additional department.

They are divided as follows: 123 one-teacher districts, rural or village; 4 two-teacher districts; 3 town districts.

The last two classes make a total of twenty-eight departments. Three of the two-teacher districts are doing the work of Grades IX. and X. of the High School, and the three town schools are doing all grades of High School work. The High School work of the town schools is growing rapidly, and is an important part of the school services of the town communities. Many boys and girls are entering training for teaching, or are going into the universities. On the other hand, the taking care of pupils in Grade XII. in the small town schools makes work very heavy for the principals and assistants of these schools.

Among rural schools there has been an appreciable improvement in the number of schools keeping open during the whole year instead of

only part of the year. Previous to the amendments to Sections 142 and 143 of The School Ordinance, there was no effective way of lessening the number of short term schools, and their reduction depended wholly on the gradual improvement of general conditions.

With the lessening of the number of short term schools, there has been likewise a decrease in the number of teachers not regularly qualified. The system of giving permits seems to be closely associated with the broken term schools. School boards that determine to run a yearly school can usually get a qualified teacher. The enforcement of the amended Sections 142 and 143 will really offer better positions for teachers and encourage qualified teachers to come in.

There has been some improvement in the character of rural buildings. The new ones that have been put up have unilateral lighting, proper ventilation, single seating, larger area of blackboard space, and other equipment to correspond. The lighting has been remodelled in at least five schools during the year, and about fifteen other schools have put in systems of ventilating heaters.

School grounds have not improved to the extent that they should. Only two or three satisfactory school gardens have been conducted, and the appearance of the grounds, by clearing or decoration, has not been appreciably improved. If the method of clearing and decorating school grounds in a simple way was set out in a circular and sent to teachers in the month of March, and the work actually and practically encouraged by inspectors, it might bring some improvement in this respect.

The work of the schools is improving. This is due principally to the better elaboration of the subjects in the new Course of Studies. Reading shows improvement in all the grades of the school. Language teaching is fair. Arithmetic is becoming more useful, practical and interesting. Drawing and writing are being taught by better methods. Geography teaching is likewise improving. On the other hand, teachers are at a loss to secure the material for the first steps in history teaching. Nature study is not making the progress it might. Teachers show some lack of resource in getting the material for the teaching of civics. It seems that some body of material will have to be prepared before satisfactory work can be secured in this subject. The general conclusion is that the elementary studies are being better taught, while those special subjects, or those which have been more recently emphasized, are not yet in good shape.

The recent legislation of the department in relation to consolidation of schools is stimulating interest in this matter of improving rural schools. In many cases, schools that have been recently organized have not grown in school population, and the cost of transportation to a neighbouring school equally small, would be less than the cost of maintaining a school, while the two together would make only one small school. This would not only be an economic advantage, but interest would likewise be greater in the larger group of pupils. In other cases, weak districts adjacent to village centres might educate their children cheaper than in their own districts, and help to reduce the cost to the villages themselves. In these instances the characteristic advantages of consolidation in better classification from the employment of two or three teachers would be secured. It is expected that cases of consolidation of both these kinds may occur after some discussion, and education of the ratepayers in the matter. Ratepayers are holding meetings among themselves to discuss the question, sometimes as single districts, and sometimes as groups of

districts, and are requesting the help of the department with a view to a better understanding of consolidation. This movement is a part of the general movement for co-operative effort in all rural interests which is growing rapidly in this inspectorate. The rural communities are getting a broader outlook on the total of their interests.

The tenth annual convention of the teachers of this inspectorate was held in Stettler on October the 30th and 31st. About sixty teachers were in attendance. Allowing for the poor passenger service on the C.N.R. and G.T.P., this is a very satisfactory showing. A paper by Miss Fisher, of the Normal School, Calgary, on "Primary Reading," and one by Miss Lees, of the Blue Ridge school, were of special help to the teachers attending the convention, while the exhibition of physical exercises by Miss Lees' pupils won the admiration of all present.

With this year's improvement in the school laws, viz., rural school consolidation, better machinery for enforcing The Truancy Act, and Sections 142 and 143 amended to enforce, if desirable, the yearly operation of every school, I look for a great and marked improvement in rural school education in the near future.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAudeau,

Inspector of Schools.

REPORT OF M. O. NELSON, B.A., WETASKIWIN,
WETASKIWIN INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year 1913.

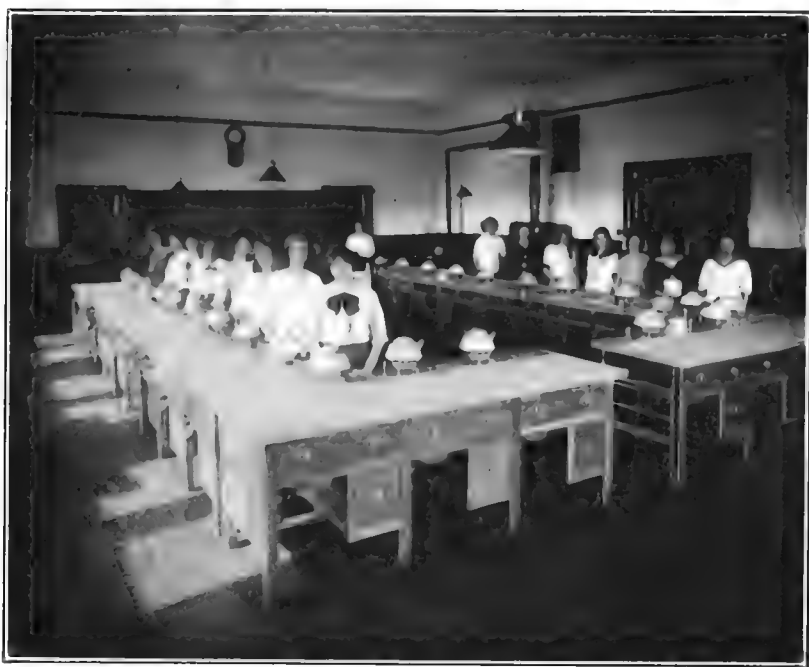
Material changes have recently been made in the boundaries of this inspectorate. As now defined by the Department of Education it extends, roughly speaking, from Ellerslie on the north to Ponoka on the south; and from Bittern Lake on the east to Range five, west of the fifth Meridian, on the west.

Five new districts were erected during the year. There are now one hundred and twenty-seven rural and six graded schools (comprising thirty departments) in this division. Of these sixty-five per cent. have been in operation for the entire year, and about thirty per cent. during part of the year only. Most of these latter schools lie in the remote country to the west, where the roads during the wet season are impassable for school children. Some few schools have not been in operation at all; and here it is generally found that the school population has dwindled away to but two or three children, so that the trustees have been unwilling to engage a teacher for such a small attendance. The recent amendments to The School Ordinance in regard to the operation of schools is bound to produce good results in such cases.

With regard to the teaching of English to non-English pupils, the results, in the majority of cases, have been most gratifying.

These children are being taught to speak, read and write the English tongue with facility and ease. The writer has in mind one teacher in particular who, by kindness and tact in a Ruthenian school, has got the children so interested in school work that the percentage of attendance stands high. The parents, also, are gratified to know that their boys and girls are learning English; which fact alone goes a long way to make the school popular with them. A night school has likewise been organized for the young people over school age who wish to learn the English language and several have availed themselves of this opportunity. The importance of such a school as an educational and colonizing factor can scarcely be estimated.

School Grounds and Buildings: Two-acre sites are now becoming general, while larger grounds are not uncommon. In two



DOMESTIC SCIENCE—LETHBRIDGE MANUAL TRAINING SCHOOL

or three instances the writer has induced the school boards, in districts possessing but one-acre school sites, to purchase another acre, in order to furnish better facilities for sports and for school gardens.

At least 50 per cent. of the schools visited during this past year had some kind of a school garden, while some of these were very creditable. Probably the best was found at Sprucedale School District No. 314. A fine collection of vegetables, the product of the garden at Hazel Hill school, was exhibited at Ponoka fair, and won a prize. As a result of the 1913 summer school conducted by the Department of Education, still better school gardens may be looked for next year.

New school buildings, of a good type, have been built during the year in the following rural districts: Glenfalloch, Dinster, Fruitland, Coal Lake and Weisenthal.

Equipment: The tendency on the part of the school boards to provide better and more adequate equipment is a source of solid satisfaction. The double folding desks are being replaced by the single ones. Hyloplate blackboards are in general use with good results. Good modern maps, enclosed in a suitable case, are to be found in most schools. Busy work material is fast becoming an ordinary part of school equipment.

Inspection grants, in a great many districts, have been allowed to fall into arrears for periods ranging from two to six years. As the result of some special attention to this subject on the part of the writer, most of these districts are sending in their reports, and receiving their arrears from the department. The policy of the department to supply in future library books direct to school districts is meeting with general approval. In passing, it might be well to urge that where a rural school has a library of from 150 to 200 volumes such school should be allowed to expend the library half of the inspection grant in purchasing pictures or necessary equipment.

Teachers: During the fall term of this year there were teaching in this inspectorate:

- 2 teachers holding an M.A. degree and first class certificate.
- 3 teachers holding a B.A. degree and first class certificate.
- 28 teachers holding first class certificates without degree.
- 88 teachers holding second class certificates without degree.
- 15 teachers holding third class certificates.
- 15 teachers holding provisional certificates.

The work done by the teachers holding first or second class certificates ranges, on the whole, from good to excellent; that done by the holders of third class certificates, about fair; while the work done by the permit teachers is generally unsatisfactory. It is pleasing to learn that there is, on the part of even those districts most remote from the centres of population, a stronger demand for qualified teachers. Many letters of the following import are received:—"We wish a qualified teacher"; "Please do not send us a permit teacher"; "We are willing to pay more for a qualified teacher"; and others of like tenor. Are not such requests an index of a widening interest in the character of work done in our schools?

Subjects of Study: Of the subjects of study on the school curriculum, spelling and reading receive a fair share of attention, though primary reading could, in many cases, be far better taught. The teaching of literature would be vastly improved if the teacher would choose a few selections for more thorough study, rather than strive to cover the whole course, in which case the real literature is not taught at all. Better results in composition would follow if the teacher would plan and pursue a definite course of instruction, instead of taking up the subject in a half-hearted, desultory way, as is so often done. In connection with composition, it seems that story reproduction is rather overdone, while other phases of work, e.g., punctuation and paragraphing, are often neglected. School gardening is doing much to foster real nature study. Writing is improving through the system of muscular movement. Arithmetic could be improved by: (1) Making the problems more interesting by connecting them with the child's home life; and (2) by giving more thorough and systematic drill in the mechanical part of the work.

Music and drawing, if we except note singing, do not receive much attention outside of town schools.

The question of sports might well be mentioned here, as this is, in my opinion, an important item in the school programme. It would seem necessary that teachers receive some instruction in regard to the organization of the pupils for sports and the teaching and supervision of school games. The playground is the child's kingdom, and here he is taught some of the highest duties of citizenship. How often does the inspector find the teacher sitting unconcerned inside of the school during the recess and noon periods, while the children are running about the school premises without proper restraint or else standing listlessly about. The writer is, where possible, inducing his teachers to purchase and use "McDougall's Organized Games." In the Wetaskiwin schools much attention is given to the subject of sport. Apart from the usual summer and winter sports, a field day is held every fall, when the pupils compete in games and races of all kinds, the prizes being purchased by the donations of the citizens.

There is one Kindergarten department in this inspectorate. It is in the Alexandra school, Wetaskiwin, the director being Mrs. Terry, who, by her proficiency in this line of work, has made the Kindergarten a useful and popular branch of the school course. In the afternoons Mrs. Terry teaches drawing and painting in the city school with signal success.

The second annual convention of the Wetaskiwin Teachers' Association was held in Ponoka on October 23rd and 24th, with an attendance of about eighty teachers. The programme was provided by the teachers, assisted by Mr. Pearson and Dr. Miller of the Camrose Normal School, and Inspector Scott of Hardisty. The sessions were both interesting and profitable.

I have the honour to be, Sir,

Your obedient servant,

M. O. NELSON,
Inspector of Schools.

REPORT OF J. J. LEBLANC, B.A., ONOWAY,
ONOWAY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Onoway Inspectorate for the year 1913.

The boundaries of the inspectorate are the line between Townships 54 and 55 to I. R. 132, the Saskatchewan River on the south, the Rocky Mountains on the west, the Athabasca River on the north, and the line between Ranges 22 and 23, west of the Fourth Meridian, on the east.

The land along the projected lines of railways is being rapidly settled, and the erection of school districts is keeping pace with the development. During the year twenty-six new districts were organized, and the majority will be in operation at the beginning of 1914. Only one new log house was visited, and in this case the logs had been hewn so that the walls could be sided and the school given the appearance of a frame building. The ratepayers of districts having erected log schools

have soon realized their mistake, and the majority would advise new districts to erect substantial frame buildings even from an economical standpoint.

In the new schools the suggestions of the Department are generally observed with reference to the lighting and heating, but the ventilation is generally defective. A few schools are equipped with Waterbury or Hero heating and ventilating systems.

The equipment is generally very complete and suited to the needs of the schools. However, in a few districts inexperienced boards have been persuaded by ambitious agents to invest in maps and charts which are either unsuited to present needs or will have become antiquated before they are needed.

Little attempt is being made to improve school grounds. In a few cases tree planting has been attempted with fair success. A play-ground that has been ploughed, harrowed and then seeded is a rare sight.

Six schools were closed during the whole year, due either to lack of funds or an insufficient number of children to warrant operation.

In new and outlying districts school is rarely in operation the whole year. In thirty-seven districts school was held for periods ranging from three to six months. The teacher in charge was usually a "permit," and the classification and teaching unsatisfactory. As these schools are in operation during early summer, bad roads are generally responsible for poor attendance.

Approximately thirty per cent. of the teachers inspected were the possessors of permits, and comparatively few of these were doing what could be termed "fair work." No time tables were prepared, and the classification of the pupils was weak. Some did not even know that a programme of studies existed. The qualified teachers, who have received their training in Alberta, are good disciplinarians, and use the blackboard effectively in teaching. British teachers, who have had at least a year's experience in Albertan methods, are giving good satisfaction and are doing very commendable work in art and composition. In the French-Canadian schools the work in English is encouraging. The boards of these districts demand that bilingual teachers be competent to give thorough instruction in English.

The ordinary subjects of the course are pretty well taught. However, with beginners, reading is often little more than an exercise in word recognition. With some teachers spelling is tested, not taught. No regular system of teaching writing has been followed in the inspectorate, and each teacher generally uses her particular method. The results have been particularly poor in districts where there has been a frequent change of teachers. Arithmetic is very well taught, special attention being given to thoroughness, accuracy and rapidity.

A very successful teachers' convention was held in Edmonton, and many teachers, especially those having easy access to the railroads, were present; but owing to want of transportation facilities the teachers of outlying districts, to whom the discussions of the programme and rural school problems would have been most helpful, were unable to attend.

Your obedient servant,

JULIEN J. LeBLANC,
Inspector of Schools.

REPORT OF J. A. MACGREGOR, B.A., TOFIELD,
TOFIELD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Tofield Inspectorate for the year 1913.

At the beginning of the year this inspectorate included that territory which is served by the main lines of the Canadian Northern and Grand Trunk Pacific railways, from the Saskatchewan River east to Chipman on the C.N.R., and Nestor on the G.T.P. In September forty-four districts in the vicinity of Camrose were added to this inspectorate.

Out of one hundred and fifty-one districts, twenty-eight graded and one hundred and eight ungraded schools were operated. Some of these were open for a few months only, but all the graded schools and about half the ungraded were in operation throughout the year.

The majority of these schools were in charge of qualified teachers, and in fifteen cases only did I find "permit" teachers. Of these latter, six were absolute failures, while the remaining nine possessed a natural aptitude for the work, and were accomplishing very fair results.

In six districts the schools remained closed throughout the year, on account of the small number of children.

Seven new one-roomed buildings were erected during the year. The type of rural school house is improving, and where new buildings are being built in old established districts the trustees endeavour in most cases to put up a building along modern lines, giving strict attention to the lighting and heating.

An example of this is found in the Partridge Hills School District, where the old frame school house, with the three windows on each side, is replaced by a magnificent solid brick building with the windows arranged so that the light is admitted from the left and the rear, and with modern heating and ventilating systems installed.

During my first year of inspection I was agreeably surprised to find the country schools so well equipped. In nearly every case the equipment was such as to admit of excellent work being carried on.

In many of the districts the trustees have displayed a keen interest in attending to their duties, and in looking after the welfare of the school, and any suggestions that were offered received their careful and prompt attention. In other districts, however, the interest shown by the board is of a very apathetic nature, and suggestions are treated with the same degree of indifference that characterizes all their work in connection with school affairs. In many districts, too, the trustees are not sufficiently on the alert in the matter of engaging teachers. In these districts the secretary is instructed to advertise for a teacher, which he accordingly does, and receives one or two, possibly more, applications. He may not get his mail regularly, and by this time two or more weeks has elapsed. He then calls a meeting of the board, and they finally decide upon one of the applications, only to learn after another week or so that their choice has been engaged in some other district for some time previously. I have in mind a district that has accepted three different teachers since the new year, and their school is still vacant, simply because the trustees have not acted with despatch. This condition of

affairs could, to a large extent, be avoided if school boards authorized one of their number to engage a teacher, and in doing so to choose, if possible, a member who can be reached by telephone.

The character of the work being done in the schools is, I find, just as good as the teacher in charge. Some teachers are absolutely incapable; others are capable but indifferent and there are those, fortunately in the majority, who are capable and conscientious, and are putting forth their best efforts toward making a success of their work.

A joint convention of the teachers of the Tofield, Onoway and Edmonton Inspectorates was held in Edmonton during the month of October. The attendance was large, and much benefit was derived from the excellent papers that were read and discussed.

I have the honour to be, Sir,

Your obedient servant,

J. A. MACGREGOR,
Inspector of Schools.

REPORT OF H. R. PARKER, B.A., VERMILION,
VERMILION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate for the year 1913.

In this inspectorate thirteen departments were in operation for the first time and ten new districts were erected. Five graded departments were visited by Inspector MacGregor before being allotted to this inspectorate and were not subsequently inspected. Some five districts, organized during the year, were not visited. With two exceptions, all schools in operation were inspected. Of these, one did not open until November, the other was not assigned to this inspectorate until July, and was not in operation during the last half of the year. Of one hundred and forty-eight departments, twelve are French and twelve Ruthenian. The French schools were all in operation during part of the year and five of them during the whole year. Generally, the conditions in these schools are fairly good, although there is a growing tendency in some districts to neglect the English language. Of the Ruthenian districts, only eight had schools in operation and none were open for the full year. With three exceptions, conditions in these schools were unsatisfactory and little progress was made in English.

Of a total of one hundred and forty-three (143) teachers at work in the inspectorate, seven (7) had no certificate, thirty-nine (39) had provisional, twenty-seven (27) third class, sixty (60) second class, and ten (10) first class licenses. As a body, the teachers are faithful and earnest in their work. Some few are lacking in ability, while others have little interest or inclination to work. With few exceptions, "permit" teachers do little more than assign tasks and hear recitations. The work of qualified teachers is generally satisfactory.

Writing shows some improvement over last year. Reading and arithmetic are fairly well taught. Nature study is receiving more time

than formerly, but this is largely spent in a study of text book or of notes dictated by the teacher. Seldom is the object under discussion placed before the class or studied in its environment. Geography and history vary from poor to fairly good. In manual training, little effective work is being done. In most schools where this subject is attempted the time allotted to it is spent in pothering with plasticine as busy work for primary classes. In many cases half the time of the junior classes is spent in undirected efforts or aimless busy work. This condition arises largely from a lack of the scope and aim of the subject on the part of the teacher. In a few schools the work is well organized and is effective. Westdene is worthy of special mention. Physical culture is receiving general attention and good results are being obtained. In a few schools too much attention is given to this subject. The chief defects in class room work are a failure to correlate the various subjects, and a tendency to either entirely neglect nature study, manual training and physical culture, or to devote too much time to one or more of these subjects.

The class room equipment is generally in excess of the minimum requirements. Schools and outhouses are generally cleanly. Little attention has been given to improving or fencing school grounds.

In a great many cases, books and records are poorly kept.

A joint convention of Vegreville and Vermilion Inspectorates was held at Vermilion in October. There was a good representation of teachers from points accessible to the railway. Owing to the great distance of the north and south, over half the teachers from this inspectorate were unable to attend.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,
Inspector of Schools.

REPORT OF J. MORGAN, B.A., LETHBRIDGE,
LETHBRIDGE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year ending December 31st, 1913.

At the beginning of the year there were in this inspectorate 114 districts with 203 departments. At the close of the year there were 133 districts and 224 departments.

No new buildings were erected in urban centres during the year as the City of Lethbridge and the towns and villages all have excellent buildings. The manual training building erected in Lethbridge during the latter part of 1912 was opened in February, 1913, and has been well attended in every department during the year.

A consolidated district has been formed at Warner, including the village district and four rural districts, and plans are being prepared for the erection of a suitable building during the year 1914. The success

of this school will be watched with keen interest and may lead to consolidation in a number of neighbouring centres.

Quite a number of expensive buildings were erected during the year in rural districts in spite of the money stringency. In fact, the boards commenced building operations before they realized the difficulty in selling debentures, or rather in securing the money after the debentures were sold. As a result several of these schools remained in the hands of the contractors for months after they were completed. In all cases the sales of debentures were unsatisfactory, both in the price realized and in the rate of interest the boards were compelled to pay. I am pleased to learn that in future your department will assist the boards in the disposal of their bonds. No doubt you can effect a considerable saving in both time and money to the districts.



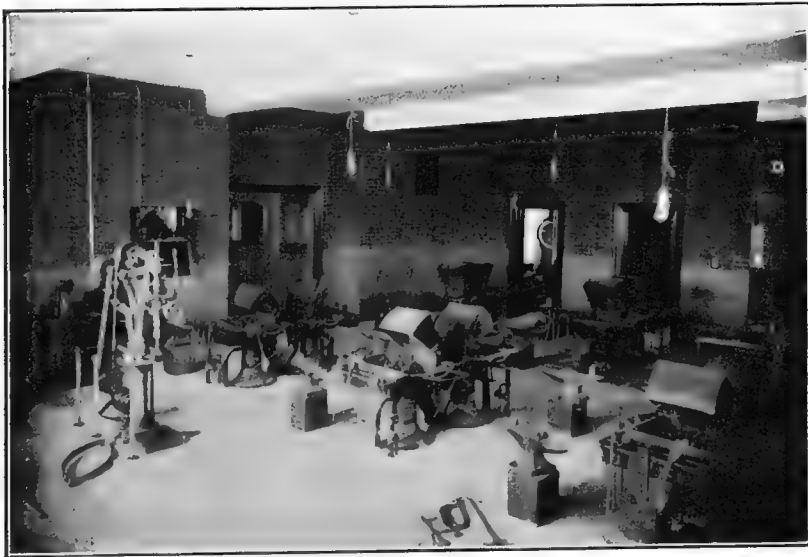
MANUAL TRAINING SCHOOL, LETHBRIDGE

Expensive buildings have been erected and a complete line of up-to-date equipment provided in nearly every case where new districts have been erected in recent years. The trustees are to be congratulated on their desire to secure everything of the best for the children, but in many cases the drain on the resources of the districts to meet the debenture indebtedness is so great that it prevents the continuous operation of the schools. These buildings will require only slight repairs to render them serviceable for twenty-five or thirty years, and it might be well to permit the repayment of debentures on frame buildings to extend over fifteen years instead of ten as at present.

Many of the older districts have installed modern heating and ventilating systems in place of the ordinary coal stoves. Apart from this, very little money was expended on equipment during the year. The greatest need is felt in small graded schools that are doing a certain amount of High School work. The increased grant to these schools should effect an improvement in the near future.

In nearly every district the grounds are fenced and neat in appearance, but the absence of trees is the rule. Tree culture has not received much attention in this part of the province as yet. Undue haste in planting trees before the ground is properly prepared has caused discouragement in some cases. However, a few districts have very thrifty tree belts.

Many schools are not provided with an adequate supply of water. During the year I have urged trustees to remedy this defect, and with some success. The small cement cistern gives the best satisfaction where drilling is too expensive.



FORGE ROOM—LETHBRIDGE MANUAL TRAINING SCHOOL

Fully one-half of the territory in my inspectorate has not been organized into school districts yet. I spent considerable time in this unorganized territory trying to form new districts. Some have been already organized and others are likely to be in the near future. Here and there I found individual families so far removed from their neighbours that there is little hope for school privileges being secured in time to meet the needs of the children who are now growing up. The parents of these children are doing pioneer work that will enhance the value of the surrounding lands held at a high price by speculators, and it would seem only fair if the latter were taxed to pay for the education of these scattered children in nearby towns.

School boards have had more difficulty than usual in meeting their financial obligations this year, this being specially the case in the newly formed municipalities where the officers were not accustomed to the

work. The combined borrowing powers of municipalities and districts were not equal to the old line of credit of the various districts. This, I hope, may be but a temporary condition. Some schools were forced to close for lack of funds and debenture coupons were not taken up promptly in others. However, the close of the year brought some improvement in this respect.

Your department is to be commended for the step that has been taken towards continuous operation of schools. This will no doubt lead to longer tenure in the position of the teacher with consequent improvement of the character of the work. It will also increase the demand for teachers, and during the past year they have been harder to secure than at any time for some years. The supply from the British Isles and Eastern Canada seems to have fallen off more quickly than the number in our Normal Schools has increased. Hence a rapid increase in the demand for permit teachers in my inspectorate.

A number of my teachers took the summer course in Edmonton, and all speak highly of the efficiency of the work done during the term. If similar courses are given year by year they will doubtless be largely attended, and will do much to prepare the teachers for effective work along the newer lines.

The work done by the teachers in my inspectorate has been excellent in many cases and poor in very few indeed. The new Course of Studies has been very helpful generally but particularly so to the teachers who are new to the work of the province. Much of the success of the work for the year is due to the explicit logical outline of the work given therein.

In October a joint convention of the teachers of the Macleod and Lethbridge Inspectorates was held in the City of Lethbridge. Dr. Miller, of the Camrose Normal School, gave two very instructive addresses and helpful papers were contributed by local teachers.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Inspector of Schools.

REPORT OF C. SANSOM, B.A., MACLEOD,
MACLEOD INSPECTORATE.

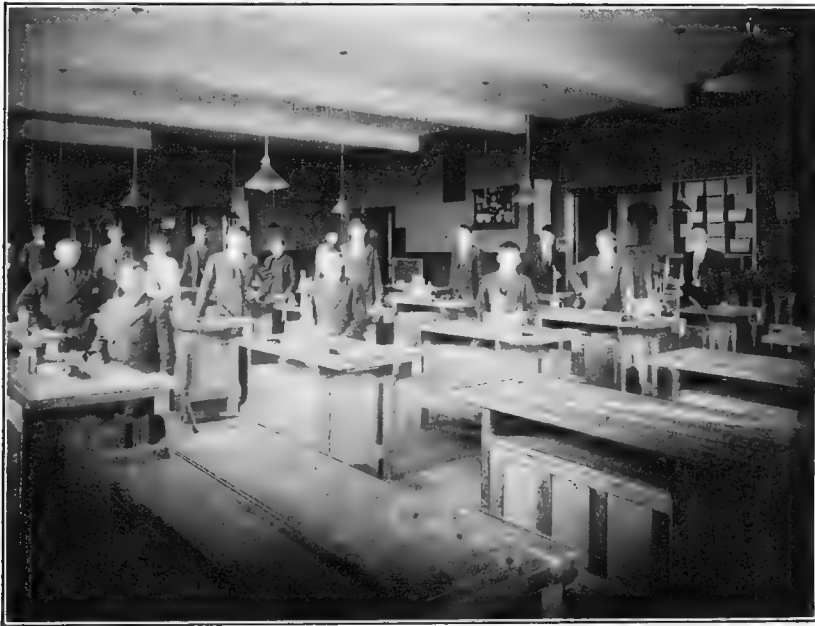
HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg leave to submit for your consideration the following report on the Macleod Inspectorate for the year 1913.

There were in the inspectorate at the close of the year 198 districts or departments. Only six new districts were erected during the year and the work in the towns was not marked by great expansion. In the Crow's Nest Pass, however, there was a marked increase in the school population. The accommodation in Blairmore and in Coleman is taxed to its capacity, and in Bellevue a new four-roomed building was erected during the year. In Claresholm excellent accommodation has been provided, but in Pincher Creek and in Cardston the buildings are very unsuitable. In Macleod the main building is a good one, but it provides

inadequate accommodation. The High School classes have been placed in temporary quarters, pending the erection of another building.

But few of the rural school buildings can be regarded with feelings of pride. It is a far cry from existing conditions to the modern conception of a rural school. It can scarcely be questioned that the buildings and premises generally have been going behind during the past few years. In parts of the inspectorate a succession of poor crops and the prevalence of hard times are no doubt partly responsible for this, for there had been a marked improvement in those districts favoured with a good crop last fall. Buildings were painted, new equipment was added, and in a number of cases modern heating systems were installed. While there is undoubtedly a tendency on the approach of hard times to begin with the tax-rate in curtailing expenses, it would seem also that a return of prosperity is reflected almost immediately into the local schools.



WOOD-WORKING—LETHBRIDGE MANUAL TRAINING SCHOOL

In a few cases the condition of the interior of the school is very creditable, but in many schools the first elements of school-room decoration, and even of cleanliness, are being disregarded. This is especially true of the schools in the southern part of the inspectorate, and the condition of the building in this respect is usually an index to the general character of the work done. A number of the rural schools are nicely decorated, but in many cases where an attempt is made along this line it is unfortunate that the distinction between decoration and disfigurement is not fully appreciated.

In the majority of rural schools the old-fashioned stove is still in use, and the windows are the only means of ventilation. There was, however, during the latter part of the year, a strong movement toward the installation of floor heaters and ventilating systems of a more

modern type. Of the rural schools visited during the fall terms, fifteen had replaced the old stoves with floor heaters during the summer, and with one exception, these all appeared to be giving good satisfaction.

It is probable that from twenty-five to thirty modern heaters were installed during the year, while previously there were not more than three or four in the whole inspectorate. These systems are so superior to the old-fashioned stove in all the essential points, that it seems unfortunate the price asked for them by the various companies should be generally considered so exorbitant. The impression prevails that they should be procured for not more than half the price.

In at least three rural districts, sanitary drinking fountains have been provided, and in a considerable number of schools the primitive method of supplying water in an open pail has been improved upon, by means of a closed water tank. But in many cases the open pail is still in use, and too frequently it is found that the board have made no provision for supplying the pupils with water. It remains, however, that the gradual innovation of such modern improvements as sanitary drinking fountains, and improved heating systems, constitutes an encouraging phase of rural school development.

There is practically no movement in the inspectorate to improve the school grounds. As far as I can see, the general public are thoroughly indifferent to this phase of school work, and the teachers do not appear to be very enthusiastic over the matter. In a few exceptional cases trees have been planted, but noteworthy results have not yet been obtained anywhere.

Those two greatest hindrances to the introduction of any radical change into a school system, public indifference and untrained teachers, have so far barred school gardening, and effective agricultural teaching from the schools of the inspectorates. Accordingly, rural education continues to be cityward rather than countryward in its tendencies.

Of the 242 teachers visited during the year, 81 held permanent standing, 95 interim standing, 38 temporary third class certificates, and 25 were teaching on permits. This is proportionately a smaller number of permit teachers than I had met in any previous year.

In the academic subjects, creditable work is being done in most of the town schools and in a few of the rural schools, but it cannot be said that good work is being done generally in the latter. In both town and country, the more recent graduates of the Normal Schools appear to be impressed with the idea that there are approved ways of teaching primary work, and as a rule they are handling this work quite skilfully. In Grade VIII. also considerable care is usually taken, owing partly, perhaps, to the influence of the forthcoming departmental examination. Undoubtedly, the poorest work is being done in the intermediate grades. It would seem that one reason at least for the poor material Grade VIII. teachers often have to work upon, and for the atrocious work sent in on the answer papers by the pupils of this grade, is to be found in the careless and shoddy work permitted in the intermediate grades by many of the teachers.

Perhaps this condition is not more clearly exemplified anywhere than in the teaching of arithmetic. It is always unfortunate when the solution of a simple problem is loaded down with unnecessary statements. But when these statements are permitted to be incorrect, illogical and ungrammatical, the case is worse. The following is a typical solution to be found almost everywhere:

6	yards	of	cloth	are	worth	\$1.08
1	"	"	"	"	"	$1.08 \div 6 = 18$
8	"	"	"	"	"	$18 \times 8 = \$1.44$

The sign of equality is everywhere abused. Such expressions as $90\% = \$10.00$, $10 \times 30 = 300$ bushels, $12 \text{ ft.} \div 3 = 4 \text{ yds.}$, are but typical of scores of others to be found, not only in the pupils' notebooks, but often in the teacher's work on the blackboard.

Another adverse criticism of the teaching in the intermediate grades is the very formal way in which it is often done. The defects of a too formal type of teaching are seen in almost every subject. Too often the instruction does not conform to the child's environment, and is not adapted to his probable future needs. In geography, for instance, it is not an unusual thing to find pupils studying South America or Asia who do not know the most elementary facts about our own province.



MOUNT OLIVE SCHOOL, THREE HILLS

In spelling and composition the case is even worse. It is rather disheartening to find a teacher dictating a formal list of more or less unusual words, when the simplest sort of written composition discloses any number of mistakes in the commonest words, and most used expressions in the language. It is quite the usual thing to find on the pages of the pupil's notebook the same incorrect forms repeated over and over again, apparently unchallenged by the teacher.

But it is perhaps in the teaching of English Grammar that the purely formal element is most in evidence. Grammar is undoubtedly one of the most poorly taught subjects on the curriculum, and the essence of the trouble lies in the formal way in which it is handled. It is very seldom, to take one instance, that the study of the objective case or of the subjective complement is directly associated with the

proper use of pronouns. Pupils spend years learning definitions, picking out clauses, and parsing words, with scarcely an idea as to the real purposes of it all. In the rural schools the course of studies in this subject is practically a dead letter.

From a national and patriotic viewpoint, it is especially unfortunate that Civics and Canadian History are not receiving more adequate treatment. We are engaged in the work of nation building in the truest sense, and it is just possible we are so near our work that we fail to get its perspective. In this connection, the fact that an increasing number of the teachers have received the greater part, if not the whole, of their education in a foreign country should not be overlooked. The extremely inadequate knowledge of Canadian institutions on the part of many who are applying for admission to the Normal Schools, would suggest the advisability of making room on the syllabus for more thorough and comprehensive courses in Civics, and on the Canadian viewpoint in history and in national affairs.

I have the honour to be, Sir,

Your obedient servant,

C. SANSOM,

Inspector of Schools.

PART III.
GENERAL STATISTICS.

STATISTICS

GENERAL SUMMARY.

	1912	1913	
Number of school districts.....	2,029	2,235	
Increase.....			206
Number of school districts having school in operation....	1,601	1,705	
Increase.....			104
Number of departments in operation	2,229	2,511	
Increase.....			282
Number of pupils enrolled....	71,044	79,909	
Increase.....			8,865
Average attendance of pupils..	39,226.60	45,888.01	
Increase.....			6,661.41
Percentage attendance of pupils	55.21	57.41	
Increase.....			2.20
Average length of school year,—days	156.51	158.59	
Increase.....			2.08
Total grants paid to school districts	\$430,932.72	\$479,945.46	
Increase.....			\$49,012.74
School debentures authorized..	2,808,355	2,893,628	
Increase.....			85,273
School debentures registered..	1,749,120	3,925,505	
Increase.....			2,176,385
Amount expended on school buildings and grounds.....	2,041,484.79	2,263,113.26	
Increase.....			221,628.47
Amount expended on school teachers' salaries	1,411,200.65	1,672,525.93	
Increase.....			261,325.28
Paid on debentures and notes, including interest	2,503,936.76	3,754,081.22	
Increase.....			1,250,144.46
Amount expended for all other purposes	1,068,770.41	994,465.63	
Decrease.....			74,304.78

SCHOOL DISTRICTS

In existence December 31st, 1912:

Public	2,010
Separate	14
Unorganized	5
Total	2,029

Erected during year 1913:

Public	217
Total	2,246

Discontinued owing to amalgamation, disorganization, etc.:

Public	4
Separate	2
Unorganized	5
Total	11

Total in existence, December 31, 1913..... 2,235

There also exist in the unorganized territory in the northern part of the province 14 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1912 and 1913, and
Departments in each.

Schools having	Total Schools.		Total Departments.	
	1912	1913	1912	1913
1 department.....	1,504	1,604	1,504	1,604
2 departments.....	46	38	92	76
3 ".....	13	20	39	60
4 ".....	6	10	24	40
5 ".....	10	6	50	30
6 ".....	3	7	18	42
7 ".....	4	3	28	21
8 ".....	1	2	8	16
9 ".....	3	2	27	18
10 ".....	..	1	..	10
11 ".....	3	2	33	22
12 ".....	..	1	..	12
13 ".....	2	1	26	13
15 ".....	1	1	15	15
16 ".....	..	1	..	16
19 ".....	..	1	..	19
22 ".....	1	..	22	..
26 ".....	1	..	26	..
31 ".....	..	1	..	31
39 ".....	1	..	39	..
45 ".....	..	1	..	45
46 ".....	..	1	..	46
130 ".....	1	..	130	..
148 ".....	1	..	148	..
186 ".....	..	1	..	186
189 ".....	..	1	..	189
	1,601	504	2,229	2,511

ATTENDANCE OF PUPILS

	1912	1913	Increase
No. of pupils attending school during year	71,044	79,909	8,865
No. of boys	36,717	41,449	4,732
No. of girls	34,327	38,460	4,133
Total aggregate attendance for 1st term	3,863,793	4,413,004	549,211
Total aggregate attendance for 2nd term	3,151,520	3,767,246	615,726
Total aggregate attendance for year....	7,015,313	8,180,250	1,164,937
Total average attendance for year.....	39,226.60	45,888.01	6,661.41

CLASSIFICATION OF PUPILS.

Grades.	No. of Pupils, 1912	Per cent. of Enrolment.	No. of Pupils, 1913	Per cent. of Enrolment.
I.....	22,911	32.24	25,630	32.08
II.....	9,708	13.66	10,786	13.49
III.....	9,736	13.70	10,860	13.59
IV.....	7,837	11.03	9,105	11.39
V.....	5,521	7.77	6,469	8.09
VI.....	4,959	6.98	5,583	6.99
VII.....	3,359	4.72	3,931	4.92
VIII.....	4,270	6.01	4,382	5.49
IX.....	1,254	1.76	1,642	2.06
X.....	600	.84	710	.88
XI.....	615	.86	523	.66
XII.....	274	.38	288	.36
Totals.....	71,044	100.00	79,909	100.00

COMPARATIVE STATEMENT of Attendance and Classification of Pupils
in Graded and Ungraded Schools.

	Graded Schools.	Ungraded Schools.
Number of pupils enrolled.....	40,622	39,287
Aggregate days attendance of pupils.....	4,776,828	3,403,422.5
Daily average attendance of pupils.....	24,537.36	21,350.65
Percentage of attendance of total enrolment....	60.40	54.35
Average length of school year,—days.....	190.98	156.48
Classification—Grade I.....	12,603	13,027
" II.....	5,482	5,304
" III.....	5,081	5,779
" IV.....	4,153	4,952
" V.....	3,429	3,040
" VI.....	2,628	2,955
" VII.....	2,077	1,854
" VIII.....	2,242	2,140
" IX.....	1,447	195
" X.....	683	27
" XI.....	516	7
" XII.....	281	7
Total attendance.....	40,622	39,287

NOTE.—The statistics in the above table were compiled from the returns from 1,604 ungraded schools, representing 1,604 departments, and 101 graded schools, representing 907 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days.....	6,018
Between 20 and 50 days	12,814
" 51 and 100 days	21,383
" 101 and 150 days	17,503
" 151 and 200 days	21,358
More than 200 days	833
Total	79,909

LENGTH OF THE SCHOOL YEAR.

Number of schools open less than 20 days.....	6
" " " " between 20 and 50 days.....	46
" " " " 51 and 100 days.....	208
" " " " 101 and 150 days.....	404
" " " " 151 and 200 days.....	633
" " " " over 200 days	408
Total	1,705

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES.

Class of Certificate.	No. of Teachers.	Schools open the whole year.			No. of Teachers.	Schools open part of year.		
		Salaries per Year.				Salaries per Year.		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male....	208	\$3000.00	\$600.00	\$1250.29	40	\$920.00	\$650.00	\$769.00
First, female..	260	2000.00	600.00	859.42	44	900.00	700.00	765.43
Second, male..	241	1800.00	480.00	927.23	156	1200.00	510.00	761.08
Second, female	1116	1400.00	475.00	769.86	291	975.00	500.00	745.68
Third, male....	74	1200.00	600.00	765.60	64	900.00	600.00	751.56
Third, female..	153	1100.00	500.00	730.17	99	900.00	500.00	729.34
Permit, male..	74	936.00	500.00	743.63	123	936.00	600.00	741.13
Permit, female	166	960.00	360.00	708.04	185	840.00	500.00	721.37
Town Schools.					Village Schools			
First, male....	125	\$3000.00	\$680.00	\$1525.28	34	\$1200.00	\$720.00	\$982.91
First, female..	180	2000.00	640.00	962.15	31	1000.00	600.00	800.64
Second, male..	38	1800.00	650.00	1088.42	59	1200.00	720.00	872.20
Second, female	616	1400.00	600.00	788.52	96	1300.00	600.00	774.15
Third, male....	4	1200.00	720.00	895.00	5	900.00	720.00	804.00
Third, female..	17	1100.00	600.00	756.17	18	900.00	600.00	742.77
Permit, male..	..	.....	.....	.....	2	800.00	600.00	700.00
Permit, female	2	750.00	720.00	735.00	3	720.00	700.00	713.33
Yearly Rural Schools.					In All Schools.			
First, male....	49	1200.00	\$600.00	\$784.40	248	\$3000.00	\$600.00	\$1172.66
First, female..	49	960.00	600.00	768.53	304	2000.00	600.00	845.79
Second, male..	144	1000.00	480.00	778.16	397	1800.00	480.00	991.06
Second, female	404	960.00	475.00	730.90	1407	1400.00	475.00	764.87
Third, male....	65	1025.00	600.00	770.09	138	1200.00	600.00	759.10
Third, female..	118	780.00	500.00	728.45	252	1100.00	500.00	729.84
Permit, male..	72	936.00	500.00	744.83	197	936.00	500.00	727.29
Permit, female	161	960.00	360.00	707.60	351	960.00	360.00	715.06

Total number of teachers employed during the year 3,298

Total number of teachers employed at one time 2,511

Altogether there were 787 schools or rooms that changed teachers during the year.

Average salary, per year, paid to all teachers employed \$819.71

SCHOOL DISTRICT DEBENTURES

Year.	Debentures Authorized.		Debentures Registered.	
	No. of School Districts.	Amount.	No. of School Districts.	Amount.
1902.....	73	\$ 68,650	70	\$ 72,050
1903.....	83	108,135	93	109,285
1904.....	105	264,190	109	188,340
1905.....	120	159,325	111	228,725
1906.....	157	422,325	146	347,175
1907.....	171	674,515	135	485,165
1908.....	227	563,925	236	787,900
1909.....	204	978,550	207	975,950
1910.....	289	1,027,892	273	742,725
1911.....	312	1,524,707	277	1,501,560
1912.....	294	2,808,355	274	1,749,120
1913.....	278	2,893,628	278	3,925,505

RECEIPTS AND EXPENDITURES.

Summary of Receipts and Expenditures of School Districts for the Year.

Receipts.

Cash on hand January 1st.....	\$ 398,441.44
Proceeds from debentures	3,497,863.29
Taxes collected	2,901,214.47
Government grants	461,288.56
Pupils' fees	7,787.59
Borrowed by note	1,959,495.47
Amount advanced by treasurers	62,012.99
Received from other sources	158,848.20
	<u>\$9,446,952.01</u>

Expenditures.

Teachers' salaries	\$1,672,525.93
Officials' salaries	180,164.63
Paid on debentures	594,051.16
Paid on notes (renewals and interest).....	3,160,030.06
School buildings and repairs	1,816,202.56
School grounds	446,910.70
School furniture	112,682.24
Library and reference books	12,555.52
Apparatus and equipment	71,857.65
Supplies, stationery, etc.	68,048.98
Caretaking and fuel	233,668.06
Insurance	40,301.85
Other expenditures	275,186.70
Balance on hand December 31st.....	762,765.97
	<u>\$9,446,952.01</u>

Compiled from financial statements received from 1,879 school districts.

**COMPARATIVE STATEMENT showing Receipts and Expenditures of
Town, Village and Rural School Districts for the year.**

Receipts.	Town and Village Districts.	Rural Districts.
Cash on hand January 1st.....	\$ 162,324.02	\$ 236,117.42
Proceeds of debentures	3,223,290.68	274,572.61
Taxes collected	1,832,325.49	1,068,888.98
Government grants	188,002.95	273,285.61
Pupils' fees	5,425.59	2,362.00
Borrowed by note	1,392,847.62	566,647.85
Amount advanced by treasurers.....	44,027.14	17,985.85
Other sources	88,574.01	70,274.19
Expenditures.	\$6,936,817.50	\$2,510,134.51
Teachers' salaries	\$ 850,533.44	\$ 821,992.49
Officials' salaries	108,852.59	71,312.04
Paid on debentures	381,678.12	212,373.04
Paid on notes (renewals and interest).....	2,516,038.96	643,991.10
School buildings and repairs	1,563,026.84	253,175.72
School grounds	405,769.78	41,140.92
School furniture	60,119.95	52,562.29
Library and reference books	6,965.99	5,589.53
Apparatus and equipment	59,313.28	12,544.37
Supplies, stationery, etc.	48,242.21	19,806.77
Caretaking and fuel	163,861.67	69,806.39
Insurance	24,130.82	16,171.03
Other expenditures	223,120.76	52,065.94
Balance on hand December.....	\$ 525,163.09	\$ 237,602.88
Total.....	\$6,936,817.50	\$2,510,134.51

**COMPARATIVE STATEMENT showing Assets and Liabilities of Town,
Village and Rural Districts for the year.**

Assets.	Town and Village Districts.	Rural Districts.
Cash on hand.....	\$ 525,163.09	\$ 237,602.88
Arrears of taxes due.....	437,982.86	837,068.51
Estimated value of land and buildings.....	10,131,504.07	1,979,473.99
Estimated value of furniture and apparatus...	475,040.57	382,352.18
Estimated value of school libraries.....	34,946.16	41,522.22
Other assets	743,642.08	51,577.41
Liabilities.	\$12,348,278.83	\$3,529,597.19
Teachers' salaries.....	\$ 11,470.73	\$ 83,509.86
Debenture indebtedness.....	7,970,852.70	1,230,153.99
Outstanding accounts.....	807,736.39	310,309.20
Amounts due treasurers.....	71,440.39	33,191.72
Excess of assets over liabilities.....	3,486,778.62	1,872,432.42
	\$12,348,278.83	\$3,529,597.19

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year.

Assets.

Cash on hand	\$ 762,765.97
Arrears of taxes due	1,275,051.37
Estimated value of lands and buildings.....	12,110,978.06
Estimated value of furniture and apparatus.....	857,392.75
Estimated value of school libraries.....	76,468.38
Other assets	795,219.49
	\$15,877,876.02

Liabilities.

Teachers' salaries	\$ 94,981.59
Debenture indebtedness	9,201,006.69
Outstanding accounts	1,118,045.59
Amounts due treasurers for money advanced.....	104,632.11
Excess of assets over liabilities	5,359,211.04
	\$15,877,876.02

COMPARATIVE COST OF EDUCATION.

In All Schools—

Cost per pupil per year according to enrolment.....	\$40.19
" " " " " " " " average attendance	69.90
Average cost per pupil for each day in attendance.....	.39.2

In Ungraded Schools—

Cost per pupil per year according to enrolment.....	\$35.81
" " " " " " " " average attendance	65.96
Average cost per pupil for each day in attendance.....	41.2

In Graded Schools—

Cost per pupil per year according to enrolment.....	\$44.47
" " " " " " " " average attendance	73.39
Average cost per pupil for each day in attendance.....	.37.7

In Town and Village Schools—

Cost per pupil per year according to enrolment.....	\$38.02
" " " " " " " " average attendance	65.71
Average cost per pupil for each day in attendance.....	.33.3

In City Schools—

Cost per pupil per year according to enrolment.....	\$55.03
" " " " " " " " average attendance	87.98
Average cost per pupil for each day in attendance.....	.45.5

PROVINCIAL CERTIFICATES GRANTED

	Alberta.	Other Province	British Isles.	Total.	Grand Total.
(a) Interim Certificates.					
1st Class to Alberta teachers.....	95			95	
" " " Teachers from Saskatchewan.....		2			
" " " " " Ontario		28			
" " " " " Manitoba		2			
" " " " " Nova Scotia		3			
" " " " " New Brunswick		5			
" " " " " Quebec		4		44	
" " " " " England and Wales.....			7		
" " " " " Scotland			8	15	
					154
2nd Class to Alberta teachers.....	188			188	
" " " Teachers from Saskatchewan		11			
" " " " " Ontario		90			
" " " " " Manitoba		24			
" " " " " Nova Scotia		29			
" " " " " New Brunswick		9			
" " " " " Quebec		4			
" " " " " British Columbia		1		168	
" " " " " England and Wales.....			43		
" " " " " Ireland			14		
" " " " " Scotland			11	68	
					424
3rd Class to Alberta teachers.....	28			28	
" " " Teachers from Saskatchewan.....		15			
" " " " " Ontario		52			
" " " " " Manitoba		13			
" " " " " Nova Scotia		9			
" " " " " New Brunswick		32			
" " " " " Prince Edward Island.....		26			
" " " " " Quebec		3		150	
" " " " " England and Wales.....			18		
" " " " " Ireland			1		
" " " " " Scotland			3	22	
" " " " " United States		12		12	
					212
Kindergarten to teachers from Ontario	2				
" " " " " England	1				
" " " " " United States	1				
					4
(b) Professional Certificates.					
1st Class Professional Certificates.....	81				
2nd " " "	309				
3rd " " "	1				
					391
* (c) Provisional Certificates.					
Provisional Certificates (Permits)	548				548
(d) Non-Professional Certificates					
Grade XII. Diplomas	97				
" XI. "	231				
" X. "	185				
" IX. "	408				
" VIII. " (Public School leaving).....	1236				
					2157

NOTE.—Interim Certificates are granted to teachers who complete a course of training at one of our provincial normal schools or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional Certificates are granted to teachers who have taken Normal Training and who have taught successfully in the province for at least one year on their Interim Certificates.

* Including Temporary Certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS.
Grades VIII., IX. and X.

Centre.	Number of Candidates.		
	Grade VIII.	Grade IX.	Grade X.
Acme.....	1	..	..
Airdrie.....	8	..	..
Athabasca Landing.....	5	..	..
Banff.....	5	6	..
Bawlf.....	14	5	..
Bentley.....	5	..	..
Berry Creek.....	1	3	2
Big Stone.....	3	..	..
Blairmore.....	6	6	..
Calgary.....	196	124	46
Camrose.....	26	17	13
Carmangay.....	17	5	..
Cardston.....	69	6	5
Carstairs.....	21	11	3
Castor.....	15	9	4
Claresholm.....	17	8	1
Cochrane.....	4	3	0
Coleman.....	8	2	..
Coronation.....	8	2	..
Cowley.....	9	..	..
Daysland.....	20	6	..
Delia.....	8	1	..
Didsbury.....	22	15	4
Edmonton.....	245	93	53
Edmonton South.....	86	28	20
Edson.....	1	..	..
Fort Saskatchewan.....	16	6	..
Gadsby.....	7	1	..
Gleichen.....	15	3	..
Granum.....	7	5	3
Ghost Pine Creek.....	1	..	..
Grassy Lake.....	5	..	..
Hanna.....	6	..	..
Hardisty.....	6	2	..
High River.....	32	15	6
Holden.....	17	1	..
Innisfail.....	34	5	11
Killam.....	10	..	..
Lacombe.....	29	22	7
Lamont.....	9	4	..
Langdon.....	5	6	1
Leduc.....	20	2	2
Leslieville.....	2	..	..
Lethbridge.....	69	33	9
Lloydminster.....	12	2	..
Macleod.....	30	5	5
Magrath.....	15	4	2
Medicine Hat.....	67	25	11
Munson.....	13	..	1
Nanton.....	17	2	1
Okotoks.....	21	9	4
Olds.....	23	9	4
Pembina.....	4	1	..
Pincher Creek.....	20	4	2
Ponoka.....	37	18	13
Provost.....	7	..	..
Raymond.....	28	7	3
Red Deer.....	100	34	20
Ryley.....	8	2	3
Sedgewick.....	16	6	3

DEPARTMENT OF EDUCATION

EXAMINATIONS—Continued.
Grades VIII., IX. and X.

Centre.	Number of Candidates.		
	Grade VIII.	Grade IX.	Grade X.
Sibbald.....	6	1	..
Springbank.....	8	..	..
Stavely.....	17	..	..
Stettler.....	27	15	7
Steveville.....	2	..	..
Stirling.....	4	7	..
Stony Plain.....	7	..	..
Strathmore.....	8	..	..
Taber.....	30	5	1
Tofield.....	14	..	..
Vegreville.....	26	12	3
Vermilion.....	25	8	8
Wainwright.....	12	..	2
Warner.....	6	..	..
Wetaskiwin.....	47	12	8
Wimbourne.....	2	..	..
Totals.....	1,769	643	291
Total.....			2,703
Number of candidates who passed.....	1,079	408	197
Total passed.....			1,684

EXAMINATIONS.
Grades XI. and XII.

Centre.	No. of Candidates	
	Grade XI.	Grade XII.
Calgary.....	60	39
Camrose.....	15	7
Castor.....	4	..
Claresholm.....	7	..
Didsbury.....	9	1
Edmonton.....	60	33
Edmonton South.....	31	7
Fort Saskatchewan.....	7	..
High River.....	5	1
Innisfail.....	6	..
Lacombe.....	5	4
Lethbridge.....	10	10
Medicine Hat.....	17	9
Okotoks.....	6	..
Ponoka.....	4	7
Raymond.....	8	3
Red Deer.....	16	12
Stettler.....	8	2
Tofield.....	6	..
Vegreville.....	11	3
Wainwright.....	4	3
Wetaskiwin.....	10	3
Taber.....	4	..
Totals.....	313	144
Total.....		457
Number of candidates who passed.....	231	97
Total passed.....		328

TEACHERS' PROFESSIONAL EXAMINATIONS.

School.	First Term				Second Term.			
	Examin'd		Passed		Examin'd		Passed	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Calgary Normal School.....	49	61	40	51	60	62	55	51
Camrose Normal School.....	..	35	..	31	..	37	..	35
Totals.....	....	145	....	122	....	159	....	141

CONVENTIONS.

The following is a list of the Teachers' Conventions in Alberta.

Place of Meeting.	When Held.	Teachers' Attendance.
Edmonton.....	October 16th and 17th.....	349
Calgary.....	" " " "	266
Vermilion.....	" " " "	63
Innisfail.....	" " " "	87
Hardisty.....	" " " "	35
Lethbridge.....	" " " "	118
Ponoka.....	" 23rd and 24th.....	65
Stettler.....	" 30th and 31st.....	54
Medicine Hat.....	November 20th and 21st.....	72

SCHOOL INSPECTION.

Inspector.	No. of Districts or Depts. under jurisdiction.		No. of Schools or Depts. in operation.		No. of Schools visited once only.		No. of Schools visited twice only.		No. of Schools visited more than twice.		Total number of visits.	
	Jan. 1	Dec. 31	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded
J. A. Fife, Edmonton.....	188	254	221	31	222	32	3	0	0	0	206	37
G. F. McNally, Calgary.....	263	256	222	34	173	24	16	12	0	0	205	48
C. Sansom, Macleod.....	191	198	80	104	53	65	28	44	0	6	109	171
J. A. Macgregor, Tofield.....	107	151	28	108	33	66	3	41	3	4	48	160
J. C. Butchart, Vegreville.....	127	129	10	107	1	32	9	83	0	3	19	207
J. Morgan, Lethbridge.....	203	224	99	99	98	85	1	30	0	0	100	151
W. Scott, Hardisty.....	131	137	11	118	2	89	9	32	0	3	20	162
J. F. Boyce, Red Deer.....	162	185	27	138	19	56	8	60	0	9	35	203
A. Hartley, Coronation.....	190	124	10	84	5	69	5	57	0	15	15	242
H. R. Parker, Vermilion.....	138	148	15	110	1	19	10	102	1	10	20	253
F. L. Aylesworth, Olds.....	151	160	27	118	4	75	0	23	18	12	39	158
G. W. Gorman, High River.....	128	135	23	101	8	51	14	26	0	3	36	112
M. O. Nelson, Wetaskiwin.....	163	155	30	119	30	48	0	69	0	0	30	216
P. H. Thibault, Lacombe.....	159	165	28	123	25	95	3	34	0	3	31	172
J. J. LeBlanc, Edmonton.....	96	160	5	132	0	103	0	7	0	0	0	117

SCHOOL INSPECTION.

Inspector.	Schools found closed once only during the year.		Schools found closed twice during the year.		Schools not in operation.		Number of days spent in inspection work in Schools.	Number of days spent in investigation under instructions from Department.	Distance travelled.	
	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded			Rail.	Road. Total
J. A. Fife, Edmonton.....	0	0	0	0	0	2	158	46	1,841	1,554 3,395
G. F. McNally, Calgary.....	0	2	0	0	0	3	139	20	2,948	1,325 4,273
C. Sansom, Macleod.....	0	21	0	1	0	14	109	12	4,674	2,368 7,042
J. A. Macgregor, Tofield.....	0	32	0	8	0	15	107	20	3,420	1,777 5,197
J. C. Butchart, Vegreville.....	0	32	0	7	0	12	138	2	1,126	3,147 4,273
J. Morgan, Lethbridge.....	0	23	0	4	0	7	135	26	2,844	2,725 5,569
W. Scott, Hardisty.....	0	23	0	13	0	3	113	33	1,156	2,018 3,174
J. F. Boyce, Red Deer.....	0	46	0	7	0	20	118	18	2,480	2,545 5,025
A. Hartley, Coronation.....	0	63	0	12	0	12	88	56	1,884	3,656 5,540
H. R. Parker, Vermilion.....	0	32	0	17	0	25	141	13	1,922	3,997 5,919
F. L. Aylesworth, Olds.....	4	24	0	3	0	8	97	5	2,172	2,399 4,571
G. W. Gorman, High River.....	0	20	0	4	0	11	91	52	2,650	1,855 4,505
M. O. Nelson, Wetaskiwin.....	0	22	0	0	0	6	133	9	1,073	1,986 3,059
P. H. Thibault, Lacombe.....	0	33	0	9	0	7	108	21	1,570	2,367 3,937
J. J. LeBlanc, Edmonton	0	9	0	9	0	6	114	45	2,071	2,526 4,597

Statement of Alexandra Readers Purchased and Distributed Free to Pupils.**Readers Purchased.**

Year.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1908	19,712	15,283	14,896	15,077	8,104
1909 .....	.....	.....	.....	5,095	5,095
1910	15,073	12,000	11,073	4,000	3,996
1911	15,000	3,500	4,000	3,000	2,500
1912	2,000	10,000	7,000	6,500	5,000
1913	15,000	12,000	9,753	10,000	9,000
Total	66,785	52,783	46,722	43,672	33,695

Readers Distributed.

Year.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1908	12,802	9,721	9,377	8,727	6,262
1909	5,913	4,610	4,980	5,148	3,934
1910	12,180	5,373	7,765	5,820	3,897
1911	7,870	9,427	6,689	6,079	4,503
1912	11,366	8,601	7,542	7,728	4,999
1913	14,932	11,648	10,059	9,597	6,520
Total	65,063	49,380	46,412	43,099	30,115

Readers on Hand December 31st, 1913.

Year.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1913	1,722	3,403	310	573	3,580

CITY AND TOWN DISTRICTS

No.	Name of District.	Depts.	Principal.	Cert.	Salary.	Enrolment
7	Edmonton.....	189	W. G. Carpenter.....	1st	\$2,700	8,954
19	Calgary.....	186	F. W. French.....	1st	1,800	8,659
47	Macleod.....	13	E. T. Mitchell.....	1st	1,300	442
51	Lethbridge.....	45	J. E. Hodgson.....	1st	2,100	1,939
76	Medicine Hat.....	46	W. E. Hay.....	1st	2,400	1,985
91	Fort Saskatchewan..	4	L. D. Von Iffland.....	1st	1,300	184
103	Gleichen.....	4	H. D. McKay.....	1st	1,200	159
104	Red Deer.....	15	G. W. McKenzie.....	1st	2,000	731
121	Pincher Creek.....	5	R. E. Downey.....	1st	1,300	191
144	High River.....	9	R. H. Liggett.....	1st	1,600	328
178	Okotoks.....	4	James Davidson.....	2nd	1,100	209
210	Innisfail.....	6	H. P. Sharples.....	1st	1,020	294
235	Olds.....	6	L. E. Grace.....	2nd	1,300	232
243	Nelson (Lacombe)..	8	N. E. Carruthers.....	1st	1,600	352
264	Wetaskiwin.....	16	A. C. Crosby.....	1st	2,000	719
297	Leduc.....	4	R. C. Robertson.....	2nd	1,200	190
423	Ponoka.....	6	Owen Williams.....	1st	1,200	262
457	Cardston.....	11	J. W. Low.....	1st	1,400	480
620	Magrath.....	9	Devoe Woolf.....	1st	1,200	315
628	Blairmore.....	6	J. W. Verge.....	2nd	1,200	328
641	Lamont.....	2	J. M. Roxburgh.....	1st	840	88
647	Galt (Stirling).....	5	Wm. Munro.....	2nd	950	208
652	Didsbury.....	5	J. Reid.....	1st	1,200	214
700	Raymond.....	10	B. H. Smith.....	1st	1,150	526
730	Nanton.....	4	H. C. McKay.....	2nd	1,200	212
764	Claresholm.....	6	J. Scofield.....	1st	1,500	229
839	Athabasca.....	3	Marion Gill.....	1st	1,000	196
892	Irvine.....	2	Miss A. V. Milloy.....	2nd	860	143
933	Taber.....	12	L. E. Lynd.....	1st	1,600	429
944	Stavely.....	2	G. McMeekin.....	1st	1,100	86
1216	Coleman.....	8	W. M. Mitchell.....	1st	1,250	384
1289	Granum.....	3	W. A. Rideout.....	1st	900	120
1315	Camrose.....	11	J. W. Russell.....	1st	1,800	377
1446	Vermilion Centre...	5	R. B. Brooks.....	1st	900	258
1475	Stettler.....	7	W. W. Scott.....	1st	1,500	335
1480	New Vegreville.....	7	H. C. Newlands.....	1st	1,500	347
1539	Daysland.....	2	J. A. Cameron.....	2nd	960	100
1587	Strathmore.....	3	D. Ogilvie.....	1st	1,200	165
1638	Stony Plain Village..	1	B. R. Empey.....	2nd	1,080	99
1658	Wainwright.....	5	W. J. McLean.....	1st	1,800	177
1659	Hardisty.....	3	A. H. McLachlan.....	2nd	1,200	151
1861	Diamond City.....	2	Miss L. L. Roy.....	1st	840	93
1939	Tofield Village.....	5	F. H. Butcher.....	1st	1,400	208
2087	Carmangay.....	3	C. H. Murray.....	1st	1,100	102
2092	Dennis (Brooks)....	3	J. F. Kyle.....	2nd	1,080	131
2131	Bassano.....	4	Mrs. M. Golden.....	1st	1,140	209
2194	Castor.....	5	W. H. Pedley.....	1st	1,140	258
2283	Redcliff.....	6	W. H. Thorpe.....	1st	900	332
2298	Edson.....	6	M. Garner.....	1st	1,350	209
2567	Grouard.....	1	L. A. Russell.....	2nd	1,200	60
2912	Hanna.....	3	Erle DeBow.....	2nd	900	134
3	St. Albert (R.C.Pub.)	4	E. Belair Savard.....	1st	850	204
35	Thibault (Morinville)	1	H. Fortier.....	1st	825	77

Roman Catholic Separate Schools.

1	Calgary.....	19	Sr. M. E. McNamara...	1st	1,700	470
7	Edmonton.....	31	Sr. M. J. Quigley.....	1st	1,700	1,414
8	HolyCross(Macleod)	1	Josephine Parker.....	2nd	840	32
9	Lethbridge.....	7	Sr. E. M. Byers.....	1st	800	366
15	Sacred Heart.....	2	Sr. St. Pierre Damien.	1st	660	81
16	St. Martin.....	3	Sr. Marie Clare.....	2nd	800	115
17	North Red Deer....	2	Sr. A. D. La Trinite...	2nd	720	85
18	St. Michael.....	2	Sr. M. L. Bonheur.....	1st	684	161

ATTENDANCE IN TOWNS AND CITY SCHOOLS.

Public Schools.

No.	Name of District.	Enrolled.	Average Attendance	Percentage of Attendance.
7	Edmonton.....	8,954	5,338.52	59.62
19	Calgary.....	8,659	5,716.13	66.01
47	Macleod.....	442	285.08	64.49
51	Lethbridge.....	1,939	1,275.47	65.77
76	Medicine Hat.....	1,985	1,154.68	58.17
91	Fort Saskatchewan.....	184	106.29	57.76
103	Gleichen.....	159	81.70	51.38
104	Red Deer.....	731	452.41	61.88
121	Pincher Creek.....	191	114.24	59.81
144	High River.....	328	238.57	72.73
178	Okotoks.....	209	117.91	56.41
210	Innisfail.....	294	163.86	55.73
235	Olds.....	232	154.27	66.49
243	Nelson (Lacombe).....	352	225.25	63.99
264	Wetaskiwin.....	719	440.62	61.28
297	Leduc.....	190	122.49	64.46
423	Ponoka.....	262	190.18	72.58
457	Cardston.....	480	313.88	65.39
620	Magrath.....	315	194.89	61.86
628	Blairmore.....	328	203.10	61.92
641	Bloomfield.....	88	44.64	50.72
647	Galt (Stirling).....	208	129.60	62.30
652	Didsbury.....	214	140.01	65.42
700	Raymond.....	526	313.37	59.57
730	Nanton.....	212	124.03	58.50
764	Claresholm.....	229	147.13	64.24
839	Athabasca.....	196	83.60	42.65
892	Irvine.....	143	67.14	46.95
933	Taber.....	429	245.07	57.12
944	Stavely.....	86	50.41	58.61
1216	Coleman.....	384	226.53	58.99
1289	Granum.....	120	57.73	48.10
1315	Camrose.....	377	231.97	61.53
1446	Vermilion Centre.....	258	141.49	54.84
1475	Stettler.....	335	170.17	50.79
1480	New Vegreville.....	347	187.35	53.99
1539	Daysland.....	100	53.89	53.89
1587	Strathmore.....	167	88.19	52.80
1638	Stony Plain Village.....	99	43.69	44.03
1658	Wainwright.....	177	128.90	72.82
1659	Hardisty.....	151	89.04	58.96
1861	Diamond City.....	93	50.82	54.64
1939	Tofield Village.....	208	122.29	58.79
2087	Carmangay.....	102	69.52	67.56
2092	Dennis (Brooks).....	131	64.58	49.29
2131	Bassano.....	209	107.71	51.53
2194	Castor.....	258	126.66	49.09
2283	Redcliff.....	332	133.28	40.14
2567	Grouard.....	60	18.01	30.01
2912	Hanna.....	134	66.78	49.83
3	St. Albert (R.C. Public).....	204	119.70	58.67
35	Thibault (Morinville).....	77	44.64	57.97

Roman Catholic Separate Schools.

1	Calgary.....	470	294.07	62.56
7	Edmonton.....	1,414	882.26	62.39
8	Holy Cross (Macleod).....	32	13.76	43.00
9	Lethbridge.....	366	229.97	62.83
15	Sacred Heart (Wetaskiwin).....	81	52.00	64.19
16	St. Martin (Vegreville).....	115	73.07	63.53
17	North Red Deer.....	85	52.50	61.76
18	St. Michael's (Pincher Ck.)..	161	64.66	40.16

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	No. of Pupils under 14.			No. of Pupils 14 and over.			Preparation for Prov. Dept. Ex.
			Boys	Girls	Total.	Boys	Girls	Total.	
Alberta College	Preparatory and Commercial..	Edmonton N.	41	126	167	249	344	593	Yes ..
Alberta College	Theological, Secondary, Music and Education	Edmonton S.	..	..	..	305	319	624	Yes ..
McTavish Business College	Commercial	Edmonton ..	18	..	18	12	..	12	Yes ..
Westward Ho College	Preparatory	Edmonton ..	..	..	..	..	..	38	.. No
Robertson College	Theological and Preparatory..	Strathcona ..	..	..	..	..	..	..	.. No
Jesuit College	Preparatory, Secondary and Commercial	Edmonton ..	40	..	40	46	..	46	.. No
Juniorate of St. John the Apostle	Secondary	Edmonton S.	9	..	9	30	..	30	.. No
Bishop Pinkham College	Secondary	Calgary	11	..	11	30	..	30	.. No
Calgary College	Higher Education, Arts and Law	Calgary	..	..	..	95	102	197	.. No
Mount Royal College	Secondary	Calgary	20	28	48	96	144	240	Yes ..
Western Canada College	Preparatory and Secondary	Calgary	35	..	35	72	..	72	.. No
Alberta Ladies' College	Girls Residential	Red Deer	..	16	16	..	51	51	Yes ..
Garbutt Business College	Commercial	Lethbridge ..	..	..	..	36	65	101	.. No
Camrose Lutheran College	Preparatory, Secondary and Commercial	Camrose	1	3	4	62	35	97	Yes ..
Knight Academy	Secondary and Theological	Raymond	3	11	14	92	81	173	Yes ..
Lutheran School	Religious School of United Lutheran Church of America	Chauvin	4	4	8	1	..	1	Yes ..
St. Matthew's Parochial School	Preparatory	Stony Plain	47	57	104	2	..	2	Yes ..
Alberta Industrial Academy	Preparatory and Theological	Lacombe	18	10	28	94	57	151	.. No
St. Joseph's Convent	Preparatory	N. Red Deer ..	30	35	65	..	12	12	Yes ..
Youville Convent	Orphanage and Indian Boarding School	St. Albert	146	104	250	9	19	28	Yes ..
Immaculate Conception R.C. Boarding School	..	Blood Reserve Stand-off	24	20	44	1	3	4	Yes ..

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1913—Continued

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Whitton.....	3028	Aug. 25	36	5	4	M. N. McDonald, Consort.
Garrington.....	3029	Aug. 25	34	3	5	Chas. Cummings, Carrington.
Jake's Butte.....	3030	Aug. 25	35	19	4	J. H. Uttley, Gopher Head.
Percy.....	3031	Aug. 25	71	6	6	H. E. Van Schaik, Lake Saskatoon.
Brunetta.....	3032	Sept. 10	17	20	4	Eli Blake, Brunetta.
Leafland.....	3033	Sept. 10	41	5	5	Rev. C. D. McDonald, Leaf- land.
Rodino.....	3034	Sept. 10	48	10	4	E. G. Clay, Rodino, via Min- burn.
Fern Valley.....	3035	Sept. 10	55	3	5	Wm. Warren, Lac Ste. Anne.
Oras.....	3036	Sept. 10	4	6	5	J. S. Alsan, Rocky Mountain House.
Deep Water.....	3037	Sept. 10	16	19	4	T. Chapman, Sweet Valley.
West Lethbridge (Southern).....	3038	Sept. 10	8	21	4	Fred Senior, Box 1815, Leth- bridge.
Garth.....	3039	Sept. 25	39	8	5	J. F. Greer, Rocky Mountain House.
Glenevis.....	3040	Sept. 25	55	3	5	Ralph E. Baker, Glenevis.
Lewisville.....	3041	Sept. 25	44	8	4	O. E. Lewis, Hardisty.
Bank View.....	3042	Sept. 25	1	17	4	A. M. Garrett, Milk River.
Dry Berry.....	3043	Sept. 25	26	10	4	J. S. Aneral, Hawksdale.
Fair Haven.....	3044	Oct. 10	66	22	4	J. H. Vincent, Athtbasca Landing.
Cash Creek.....	3045	Oct. 10	64	20	4	L. C. Shaw, Flat Creek.
Meadow Lane.....	3046	Oct. 10	12	17	4	John Hill, Barney.
Annasheim.....	3047	Oct. 10	33	15	4	Bert. Kirkeby, Dowling Lake
Three Hills Village.	3048	Oct. 10	31	23	4	A. E. Patton, Three Hills.
Hacke.....	3049	Oct. 10	1	20	4	J. P. Atwood, Milk River.
Coyote.....	3050	Oct. 25	57	5	5	Chas. W. Gleason, Cosmo.
Valley Springs.....	3051	Oct. 25	22	6	4	J. W. Pound, Carlstadt.
Hazel Grove.....	3052	Nov. 10	43	19	4	J. F. Anderson, Meeting Creek.
Swan Creek.....	3053	Nov. 10	55	19	4	Arthur Charman, Chipman.
Lake McKee.....	3054	Nov. 10	32	20	4	H. L. McKee, Rowley.
Waterhole.....	3055	Nov. 10	80	3	6	John Campbell, Waterhole, via Dunvegan.
Monitor.....	3056	Nov. 10	35	4	4	G. Tinkess, Monitor.
Lonira.....	3057	Nov. 10	59	11	5	H. M. S. Bowen, Lonira.
Oyen.....	3058	Nov. 10	28	4	4	B. H. Dial, Oyen.
Iowa.....	3059	Nov. 11	4	17	4	G. W. Morton, Warner.
Oregon.....	3060	Nov. 11	4	17	4	G. W. Holroyd, Warner.
Idaho.....	3061	Nov. 11	3	17	4	Montgomery Caldwell, War- ner.
Redfield.....	3062	Nov. 11	4	16	4	J. W. Pitman, Warner.
Jasper.....	3063	Nov. 22	45	1	6	W. B. McNiece, Jasper.
Antelope.....	3064	Nov. 25	31	1	4	W. H. English, Laverna, Sask.
Pleasant Ridge.....	3065	Nov. 25	50	14	4	Leo Bonnes, Lavoy.
Loyalist.....	3066	Nov. 25	35	8	4	J. L. McDougall, Loyalist.
Miquelon.....	3067	Nov. 25	50	20	4	Henry S. Lee, Kingman.
Junkins.....	3068	Nov. 25	53	8	5	Thomas Payne, Junkins.
Cepear.....	3069	Dec. 3	23	29	4	G. F. Cullen, Ogden P.O., Calgary.
Kilo.....	3070	Dec. 10	37	3	4	A. H. Horton, Provost.
Interlake.....	3071	Dec. 10	5	17	4	D. D. McCallum, New Day- ton.
Royalton.....	3072	Dec. 10	31	13	4	William Miesel, Hanna.
Hopewell.....	3073	Dec. 10	26	1	4	N. Krempine, Acadia Valley.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1913

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Namepi River.....	2869	Jan. 10	59	20	4	A. Jarvi, Radway Centre.
St. Lina.....	2870	Jan. 10	61	10	4	L. Mageau, St. Lina, via Therien.
Webbs.....	2871	Jan. 10	30	22	4	A. G. Anderson, Carbon.
Lavada.....	2872	Jan. 10	49	3	4	J. W. Gilpin, Kitscoty.
Dowker.....	2873	Jan. 10	27	12	4	J. Heck, Flowerdale.
Viola.....	2874	Jan. 10	27	12	4	H. E. Smithenry, Sunnynook.
Carrot Creek.....	2875	Jan. 10	53	13	5	G. Kirk, Carrot Creek.
Benton Valley.....	2876	Jan. 10	28	3	4	J. C. Thomas, Benton Station via Alsask.
Middleton.....	2877	Jan. 10	50	26	4	E. A. McEwen, Graminia.
Tollerton.....	2878	Jan. 10	53	18	5	W. H. York, Tollerton.
Pearsonville.....	2879	Jan. 10	13	9	4	Thos. L. Owens, Suffield.
Charing.....	2880	Jan. 10	7	10	4	T. Thompson, Bow Island.
Hillsboro.....	2881	Jan. 10	7	28	4	H. J. Shaver, Summerview.
Connorsville.....	2882	Jan. 25	25	14	4	Henry Grayson, Connorsville
Little Gap.....	2883	Jan. 25	37	6	4	William A. Dodds, Czar.
Juno.....	2884	Jan. 25	10	13	4	S. W. Fletcher, Grassy Lake.
Guilbault.....	2885	Jan. 25	54	25	4	Arthur Guilbault, St. Albert.
Silver Valley.....	2886	Jan. 25	31	13	4	Chas. Glover, Copeville.
Garden Valley.....	2887	Jan. 25	52	27	4	F. Gaebel, Stony Plain.
Willow Range.....	2888	Feb. 10	56	5	4	I. Jaworski, Landonville.
Maypole.....	2889	Feb. 10	37	1	4	T. Battrick, Macklin, Sask.
Lloyds.....	2890	Feb. 10	9	5	4	Fred Stuber, Little Plume.
Brightwood.....	2891	Feb. 10	53	7	5	C. H. Cory, Entwistle.
Roland.....	2892	Feb. 10	33	6	4	Ed. Jorgenson, Consort.
Dominion.....	2893	Feb. 10	25	9	4	John Buehler, Big Stone.
Coal Gate.....	2894	Feb. 10	10	22	4	Wm. Glasgo, Diamond City.
Toles.....	2895	Feb. 25	66	20	4	N. Toles, Stocks.
Wild Horse.....	2896	Feb. 25	5	11	4	H. D. Stinson, Altorado.
Victor.....	2897	Feb. 25	33	17	4	C. D. Holm, Victor.
Bears Lake.....	2898	Feb. 25	60	16	4	Fred Coykendall, Edward.
Battle Creek.....	2899	Feb. 25	47	5	4	Wm. Ducey, Gilt Edge.
McLean.....	2900	Feb. 25	8	20	4	C. H. Devine, Lethbridge.
Coyote Flat.....	2901	Feb. 25	36	17	4	R. S. Wilson, Gadsby.
Evanston.....	2902	Feb. 25	53	7	5	A. W. Arnup, Entwistle.
Parkerville.....	2903	Feb. 25	8	25	4	Chas. N. Black, Macleod.
Eastway.....	2904	Mar. 10	19	23	4	P. Fleming, Eastway.
Wilberforce.....	2905	Mar. 10	49	10	4	A. Conkell, Minburn.
Flat Top Butte.....	2906	Mar. 10	20	7	4	B. Glambeck, Carlstadt.
Howeiler.....	2907	Mar. 10	32	12	4	G. Howeiler, Richdale.
Sunset Hill.....	2908	Mar. 10	40	3	5	A. J. Anderson, Bentley.
Atlanta.....	2909	Mar. 10	64	21	4	E. Sparr, Stocks.
Boyle.....	2910	Mar. 10	39	2	5	G. W. Petry, Bentley.
New Home.....	2911	Mar. 10	6	4	4	Oscar Wilson, Minda.
Hanna.....	2912	Mar. 10	31	14	4	S. B. Robinson, Hanna.
Scandia.....	2913	Mar. 10	46	17	4	T. E. Anderson, Bawlf.
Diamond.....	2914	Mar. 10	30	9	4	E. Tibbetts, Youngstown.
Sandy Point.....	2915	Mar. 10	20	1	4	Jacob Wenz, Hilda.
Pinehurst.....	2916	Mar. 10	57	21	4	Joe Veenhuis, Redwater.
Aplomb.....	2917	Mar. 25	51	12	4	W. W. Withers, Lavoy.
Sulphur Springs.....	2918	Mar. 25	41	2	4	J. W. Wiley, Provost, Box 31
Delburne.....	2919	Mar. 25	37	23	4	V. Trottier, M.D., Delburne.
Sheptycki.....	2920	Mar. 25	58	18	4	R. Fletcher, Lamont.
Ashmont.....	2921	Mar. 25	59	11	4	Walter Campbell, Ashmont.
Wildwood.....	2922	Mar. 25	49	4	4	A. J. Cole, Islay.
Wolf Hill.....	2923	Mar. 25	33	17	4	W. N. Caldwell, Gopher Head.
Corinth.....	2924	Mar. 25	26	14	4	I. M. Winkler, Connorsville.
Plain Centre.....	2925	Mar. 25	13	18	4	E. W. Cowell, Sundial.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1913—Continued

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Bingo.....	2926	Mar. 25	34	12	4	F. P. Saar, Lake Thelma.
Bye Moor.....	2927	Mar. 25	34	16	4	S. Graham, Hartshorn.
Maybridge.....	2928	Mar. 10	57	23	4	E. B. Failing, Maybridge.
Marlboro.....	2929	Mar. 25	53	19	5	J. McNicol, Marlboro.
Alhambra.....	2930	Mar. 25	39	5	5	W. Bogue, Pitcox.
Athens.....	2931	Mar. 25	36	6	4	D. M. Mosier, Fleet.
Doucet.....	5932	Apr. 10	58	10	4	Neree Doucette, St. Paul de Metis.
Chappice Lake.....	2933	Apr. 10	13	2	4	Jim R. Nicholls, Medicine Hat.
Lucerne.....	2934	Apr. 10	36	12	4	P. C. Marrill, Box 46, Coro- nation.
Glendon.....	2935	Apr. 10	61	8	4	Andrew Mikkelson, Glendon.
Hargrave.....	2936	Apr. 10	13	10	4	William Sharp, Suffield.
Tide Lake.....	2937	Apr. 10	18	10	4	Jas. MacCall, Tide Lake.
White Ash.....	2938	Apr. 10	10	17	4	Wm. Cochran, Taber.
Hastings Lake.....	2939	Apr. 10	51	20	4	A. J. Poole, Ministik Lake.
Northern Crown.....	2940	Apr. 10	44	2	4	Edward Hillis, Chauvin Lake.
Garden Plain.....	2941	Apr. 10	33	14	4	Jas. Walker, Garden Plain.
Radymno.....	2942	Apr. 10	57	20	4	Theo. Lupushinsky, Leeshore
Shamrock Valley.....	2943	Apr. 10	57	6	4	W. O. Nelson, Elk Point.
Peremysl.....	2944	Apr. 10	58	20	4	Fred Koziak, Leeshore.
Graham.....	2945	Apr. 10	30	5	5	G. Bell, Big Prairie.
Dundee.....	2946	Apr. 25	58	8	5	John Andrew, Wanekville.
Drowning Ford.....	2947	Apr. 25	16	5	4	H. N. Brenton, Waddington.
Pineville.....	2948	Apr. 25	45	3	5	John Mann, Bluff Centre.
Stonelaw.....	2949	Apr. 25	33	4	4	W. Partridge, Sounding Lake
Stucky.....	2950	Apr. 25	36	3	4	M. N. Johnson, Eyehill.
Winslow.....	2951	Apr. 25	36	4	4	W. Plumb, Provost.
Ascot.....	2952	Apr. 25	44	7	4	G. O. Thompson, Wain- wright.
Wadena.....	2953	Apr. 25	9	16	4	M. W. Courad, Taber.
Austro Ruthenian..	2954	Apr. 25	55	5	4	P. Scharek, Greenlawn.
Beaverhills Lake...	2955	Apr. 25	51	17	4	J. Hutchinson, Ryley.
Modeste Valley....	2956	Apr. 25	47	3	5	Boyd Chapman, Wenham Valley.
Beaver Heights....	2957	Apr. 25	10	30	4	J. Paisley, Spring Point.
Big Hay Lake.....	2958	Apr. 25	48	22	4	Robert McLeod, Halley.
Silver Leaf.....	2959	Apr. 25	27	11	4	C. A. Campbell, Wharranton.
Pine Lake.....	2960	Apr. 25	36	25	4	H. F. Lawrence, Pine Lake.
Rosenroll.....	2961	Apr. 25	46	19	4	Anthony S. Rosenroll, Rosen- roll.
Elk Park.....	2962	May 10	59	25	4	E. Morrisette, LaCalmotte.
Carpathia.....	2963	May 10	29	6	4	Otto Fenske, Chinook.
Edendale.....	2964	May 10	26	3	4	K. G. Dalglish, Acadia, via Alsask, Sask.
Park View.....	2965	May 10	2	29	4	F. H. Rigall, Twin Butte.
Lineham.....	2966	May 10	19	3	5	H. Denning, Lineham.
Oakpark.....	2967	May 10	47	17	4	Edwin Anderson, Box 51, Bawlf.
Todd Creek.....	2968	May 10	8	2	5	J. C. Drewry, Cowley.
Mantz.....	2969	May 10	17	2	4	C. Durr, Hilda.
Stanger.....	2970	May 10	55	6	5	Lester Mercer, Stanger.
Golden Sunset.....	2971	May 26	61	23	4	R. Simmons, Tawatinaw.
Madresfield.....	2972	May 26	48	2	4	S. Templeman, Golden Valley via Lloydminster.
Holly Springs.....	2973	May 26	55	8	5	Ed. Hawkins, Junkins.
McLeod Valley.....	2974	May 26	54	14	5	J. C. Messinger, McLeod Valley, via Peers.
Schaffer.....	2975	May 26	12	29	4	A. A. Barrie, Claresholm.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1913—Continued

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Wooler.....	2976	May 26	36	6	5	Joseph Bell, Caroline.
Price.....	2977	May 26	33	21	4	D. A. Heffner, Scollard.
Cairnhill.....	2978	May 26	23	24	4	W. L. Gilbert, Strathmore.
Belzil.....	2979	June 10	58	10	4	J. Belzil, St. Paul de Metis.
Airlie.....	2980	June 10	43	1	4	R. Smith, Chauvin.
University.....	2981	June 10	29	3	4	Chas. Wilson, Sibbald.
Everdell.....	2982	June 10	38	7	5	T. Clark, Dovercourt.
Freeman River.....	2983	June 10	62	6	5	S. A. Wieder, Freeman River
Superba.....	2984	June 10	27	4	4	Joseph Kuich, Oyen.
Delta.....	2985	June 10	23	2	4	Ira Clark, Empress, via Alsask, Sask.
Neff.....	2986	June 10	14	9	4	Jacob Dyvig, Carlstadt.
Lutz Grove.....	2987	June 10	55	9	5	W. E. Allen, Junkins.
Flaxland.....	2988	June 10	24	8	4	F. Youngreen, Parvella.
Ozark.....	2989	June 10	35	18	4	R. E. Baldridge, Gopher Head
Eidswold.....	2990	June 10	31	6	5	A. J. Foster, Bergen.
Morningside.....	2991	June 25	42	26	4	John Bowie, Morningside.
C.Y.....	2992	June 25	11	16	4	Henry G. Kreis, Taber.
Berryfield.....	2993	June 25	33	6	4	J. R. Whitney, Consort.
Springburn.....	2994	June 25	27	5	4	F. S. McNee, Oyen.
Clare.....	2995	June 25	47	3	4	John A. Campbell, Paradise Valley.
Watts.....	2996	June 25	3	14	4	Ben Campbell, Warner.
Pleasant Home.....	2997	June 25	4	12	4	D. I. Powell, Lucky Strike.
Marquis.....	2998	June 25	41	1	4	J. Knox, North End, Sask.
Grasmere.....	2999	June 25	54	3	5	Felix Plante, Lac Ste. Anne.
Broughton.....	3000	June 25	35	11	4	W. G. Montgomery, Sound- ing Creek.
Wyndham.....	3001	July 10	35	23	4	J. J. D. Trace, Lakeview.
Abbott.....	3002	July 10	26	4	4	M. A. West, Oyen.
Matthews.....	3003	July 10	45	12	4	D. Wilson, Killam.
Kinear.....	3004	July 10	33	8	4	A. E. Fauber, Ensleigh.
Newell.....	3005	July 10	34	10	4	Robert Little, Sounding Creek
Shoal Lake.....	3006	July 10	50	4	5	B. C. Fiscus, Burtonville.
Wenger's Heights..	3007	July 10	31	3	4	W. M. Robbe, Alsask, Sask.
Knowledge View...	3008	July 25	54	9	5	James MacKenzie, Ravine, via Junking.
Acadia.....	3009	July 25	34	24	4	A. Ginther, Huxley.
Dow.....	3010	July 25	3	8	4	E. C. Crawford, Pendant d'Oreille.
Catchem.....	3011	July 25	4	6	4	I. E. Hunter, Catchem.
Ingleside.....	3012	July 25	59	21	4	K. Opoloski, Crippsdale.
Nowa Bukowina...	3013	July 25	60	8	4	G. Nesimiuk, Flat Lake.
Sather.....	3014	July 25	39	6	4	H. Almberg, Czar.
Sheperd Hill.....	3015	July 25	17	1	4	H. W. Grage, Buffalo Head, Sask.
Rockland.....	3016	July 25	24	28	4	M. D. Carlyle, Box 474, Cal- gary.
Fawn.....	3017	Aug. 11	11	9	4	T. Thorson, Winnifred.
Claremont.....	3018	Aug. 11	32	1	4	Geo. Fessenden, Laverna, Sask.
Pashley.....	3019	Aug. 11	11	4	4	L. G. Evans, Pashley.
Rebel Creek.....	3020	Aug. 11	25	10	4	Sam Hyndman, Hawksdale.
Hendersonville....	3021	Aug. 11	37	1	4	Otto J. Opseth, Provost.
Twin Lake.....	3022	Aug. 11	39	4	4	A. J. F. Stewart, Cairns.
Bonnie Brier.....	3023	Aug. 11	26	1	4	H. E. Francis, Alsask, Sask.
Opal.....	3024	Aug. 11	39	6	4	H. J. Wallace, Czar.
Grand Springs.....	3025	Aug. 25	15	19	4	Peter Nord, Yetwood.
Park Lake.....	3026	Aug. 25	4	8	4	John C. Aldous, Faith.
Metiskow.....	3027	Aug. 25	39	4	4	Dale Lamb, Metiskow.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1913—Continued

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Willesden.....	3074	Dec. 10	43	4	5	M. J. Sawyer, Willesden Green.
Dry Lake.....	3075	Dec. 10	33	2	4	O. Schon, Wilhelmina.
Taimi.....	3076	Dec. 10	40	6	5	M. Randala, Rocky Mountain House.
Hillman.....	3077	Dec. 10	62	26	4	M. Paulson, Eunice.
Acadia Valley.....	3078	Dec. 10	25	2	4	L. McLeod, Acadia Valley.
Edson River.....	3079	Dec. 26	53	18	5	C. Wilson, Edson.
Battle Ridge.....	3080	Dec. 26	40	9	4	C. S. Pyatt, Puffer.
Birkett.....	3081	Dec. 26	38	6	4	M. McClaren, Cairns.
McConnel.....	3082	Dec. 26	31	4	4	E. D. Anderson, New Brig- den.
Carlyle.....	3083	Dec. 26	41	2	4	Emil Schmidt, Benton.
Willow Glen.....	3084	Dec. 26	41	4	4	E. McNeil, La Pearl.
McAulay.....	3085	Dec. 26	38	4	4	John Thompson, Cadogan.

[PART IV.]

APPENDICES.

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) It should be in a dry, elevated position, admitting of easy drainage; (c) It should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre, while in town and village districts the area should be at least one half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire), which should be kept in good repair. The fuel supply should be kept in a wood shed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrances should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the windows should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-colored curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and for providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal	1	17 in.	29 in.	16 in.	24 in.	28 in.	Adults
High School	2	16 in.	27½ in.	16 in.	24 in.	27 in.	16 to 20
Grammar	3	15 in.	25¾ in.	14 in.	21 in.	26 in.	12 to 18
1st Intermediate..	4	14 in.	24 in.	14 in.	21 in.	24 in.	10 to 15
2nd Intermediate..	5	13 in.	22¾ in.	12 in.	19 in.	22 in.	8 to 12
Primary	6	12 in.	20¾ in.	12 in.	19 in.	21 in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal	1	17 in.	29 in.	16 in.	40 in.	28 in.	Adults
High School	2	16 in.	27½ in.	16 in.	40 in.	27 in.	16 to 20
Grammar	3	15 in.	25¾ in.	14 in.	38 in.	26 in.	12 to 18
1st Intermediate..	4	14 in.	24 in.	14 in.	38 in.	24 in.	10 to 15
2nd Intermediate..	5	13 in.	22¾ in.	12 in.	36 in.	22 in.	8 to 12
Primary	6	12 in.	20¾ in.	12 in.	36 in.	21 in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, wash-basins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards, will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V:—Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

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13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In

order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and the days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purpose of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be

diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receive instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered, with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's Name	No. of book	When delivered	When returned	Condition when returned	Fines, when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book, the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the department.

32. If deemed necessary for the purpose of inspection the inspector may extend the regular hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course

(which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTION AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII Diplomas. Any person holding card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

COURSE OF STUDIES FOR THE PUBLIC SCHOOLS.

INTRODUCTORY NOTE.

A committee composed of prominent educationists of the province was appointed by the Minister of Education to consider the revision of the programme of studies, and to make such recommendations as might be deemed desirable with a view to its improvement. The committee, after much careful work, has submitted its report, and upon this report is based the Course of Studies outlined in the following pages.

It will be noted that the new programme provides for the division of the whole public school course into eight grades, each of which represents a year's work for the pupil of average ability. The teacher, however, should avoid a slavish adherence to this principle, as it will frequently be found that pupils who enter school at a later age than usual or who possess more than ordinary ability may, with advantage both to themselves and to the classification of the school, be promoted from grade to grade more frequently than once a year.

COURSES OF STUDIES—PUBLIC SCHOOLS.

Grades I to VIII

SUBJECTS	I	II	III	IV	V	VI	VII	VIII	PAGE
*Arithmetic	x	x	x	x	x	x	x	x	9
*Reading and Literature....	x	x	x	x	x	x	x	x	16
*Writing	x	x	x	x	x	x	x	x	24
*Spelling			x	x	x	x	x	x	27
*Grammar				x	x	x	x	x	30
*History and Civics					x	x	x	x	38
*Composition	x	x	x	x	x	x	x	x	48
*Nature Study	x	x	x	x	x	x	Agri.	Agri.	56
*Geography					x	x	x	x	62
*Drawing	x	x	x	x	x	x	x	x	64
*Geometry								x	69
Manual Training & Household Science	x	x	x	x	x	x	x	x	69
Physical Culture	x	x	x	x	x	x	x	x	85
Hygiene	x	x	x	x	x	x	x	x	97
Music	x	x	x	x	x	x	x	x	106

*Examination Subject.

ARITHMETIC.

Purpose—The general purpose underlying the teaching of arithmetic in the Public School is to give the pupil facility in recognizing and dealing with the quantitative relations of things for his own necessity, use, or benefit.

Sense Training—In its early stages the teaching consists of sense training or is closely associated with it. The number property of things is taught through the things themselves. The basis of judgment with respect to number should be action or experience in the early stages of instruction.

Counting—In the consideration of a group or series of things the idea of succession or addition naturally precedes analysis; hence counting precedes the study of combinations, and may naturally go in advance of combination study. Beyond the number 20 counting should be based on the understanding of a succession of groups of 10 as far as 100 and of a series of groups of 100 to 1000. This may be followed by group counting by 2, 5, etc., as the study of combinations progresses. The teaching in the first three grades should be marked by the liberal use of objects, oral and blackboard work, and slight attention should be paid to laboured problem statements and solutions. The use of objects should not be continued past the time that a knowledge of combinations become automatic. The transition from concrete to symbolic number work should be as rapid as possible.

Mechanical Facility.—The dominant aim of teaching in grades four, five and six, commonly called the intermediate grades, should be to make the child familiar with the fundamental number relations and operations and to give facility and accuracy in these operations by constant mechanical exercise.

Problems should be made essentially interesting to the child by reason of being connected with his experience or should at least be easily understood. Where new tables of denominate numbers are introduced or problems connected with them, as in the case of measurements of quantities, solids or surfaces, the subject should be made concrete by actual measurements by the pupils themselves.

Use of Memory.—During this period the child's memory may be liberally exercised in thoroughly fixing the number combinations, the multiplication tables, and the denominate number tables. Arithmetic teaching fails if the child at the end of this period cannot accurately use these tables automatically. Mental arithmetic should be given large attention. In order to ensue the development of the whole class mental drill should be on comparatively easy material rather than on puzzling matter that appeals only to the bright pupil. It should take the form of systematized review exercises on the work of the previous grade. Five or ten minutes daily should be given to this work.

The Logic of Arithmetic.—In the two upper grades of the school the aim of the teaching should be largely the development of the power of logical analysis of problems and their systematic solution. Mechanical routine should be as far as possible avoided and a sense of power developed by interesting variations and natural difficulties related to well-grounded principles. Written analysis of problems should be insisted upon. Solutions should be sought by both the unitary method and by the method of comparison. Teachers should aim to acquire skill in oral work.

OUTLINE OF COURSE IN ARITHMETIC.

Grade I.

Object.—Study of the numbers 1 to 10.

During the first term the number work should be quite informal, consisting only of the recognition of numbers and of learning to count and write the numbers up to 10. This work should proceed slowly and, as far as possible, should grow out of the needs of the school and playground. The pupils should be able to bring six books, to draw a line four inches long, to determine that there are seven marbles in a ring, and to recognize groups containing two, three, four, or five objects.

During the first and second years all number work should be conducted in such a way as to induce pupils to acquire their knowledge through *action*, rather than the mere memorizing of the facts that may not be understood by them.

Outline.—Recognition of numbers up to 6 by objects, pictures, picture numbers, etc., through the different senses. Recognition and writing of figures.

Combinations of the numbers, first with objects for the pupils to handle; then using familiar things to illustrate, such as marbles, tops, trees, days, etc., orally; followed later by the written symbols to represent them, as for example:

3 plus 3 equals	5 plus	equals 6
4 " 2 "	3 "	" 4
1 " 5 "	2 "	" 5

Drill in adding from the blackboard at sight:

2	1	3	4
3	2	2	2
—	1	1	—
	1	1	Etc.

Treat separations or differences similarly, i.e., first orally, then with the picture-numbers and figures.

5 minus 3 equals ; 6 minus 3 equals , etc.

Teaching the fractional parts, one-half, one-fourth, one-third, by means of dividing objects, apples, circles, etc.

By means of objects and through oral drill bring out all the various combinations of the numbers up to 6, e.g., 2 twos make 4, 2 threes make 6, 3 is one-half of 6; see that the work is accurate thus far before taking other numbers.

Higher numbers introduced, 7 to 10, and combinations taught. Simple and oral problems.

Aim at accuracy in adding and ready recognition of all results in the numbers up to 10.

Reading of numbers and counting of objects up to 100.

(Not more than 15 minutes each half-day to be spent in teaching.)

Grade II.

Object.—Study of numbers 1 to 25.

Outline: Review of and drill on the numbers 1 to 10.

Introduction of new numbers from 11 up. Combinations treated as in the case of smaller numbers:

Compare:

$$\begin{array}{ccccccc} 2 & \text{and} & 12 & 2 & \text{and} & 12 & 3 & \text{and} & 13 & 4 & \text{and} & 14 \\ +1 & & +1; & +2 & & +2; & -2 & & -2; & -2 & & -2 \text{ etc.} \end{array}$$

Utilize as far as possible all previous knowledge in dealing with each new number. Review constantly. Show the meaning of second figure in numbers of two figures.

Practise counting by tens, fives, and twos up to 100 or higher.

Drill in rapid addition of single columns and subtraction without borrowing.

Show the use of endings in adding, thus:

$$\begin{array}{cccccccccccc} 6 & 16 & 36 & 7 & 17 & 27 & 5 & 15 & 45 & 8 & 18 & 28 \\ 3 & 3 & 3 & 3 & 3 & 3 & 7 & 7 & 7 & 8 & 8 & 8 \\ - & - & -; & - & - & -; & - & - & -; & - & - & -; \text{ etc.} \end{array}$$

Show meaning and relation of one-half and one-fourth, without use of symbols.

Show use and relation of pint, quart, gallon; inch, foot, yard; hour, day, week, month, year; ounce, pound; five, ten and twenty-five cent coins.

Teach these concretely and incidentally rather than with drill for accuracy. Do not make tables.

Problems: Use simple problems such as are related to the things with which pupils are familiar.

Reading of numbers up to 1000.

Grade III.

Object.—Mastery of the combinations in Addition and Subtraction; elements of Multiplication and Division.

Outline.—Addition.—Drill in sight recognition and rapid adding of combinations. The easier combinations should be thoroughly learned before taking the more difficult ones. Teach addition by endings and use a great deal of oral drill.

Subtraction: Use sight drill as in addition, first with small numbers, then with numbers up to four or five digits.

Multiplication: Drill in counting by twos, threes—tens up to 100. Make and learn the multiplication tables up to 10×10 . Drill in oral and sight recognition of results; multiplying numbers of three and four digits by one digit.

Division: Recognition of numbers whose product is 24, 42, 45, 72, 96; easy examples in short division, using divisors up to 10.

A large part of this work, especially in Multiplication and Division, should be mental and oral.

Teach Roman Notation to 25.

Teach the use of symbols for simple fractions, one-third, one-sixth, etc.; relation of one-half, one-fourth, one-eighth, and one-third, one-sixth.

Practise in finding one-half, one-third, one-fourth, one-sixth, one-eighth of a number of objects, and writing the results obtained.

Practise reading and writing numbers of five figures, explaining the system of notation as far as needed to understand the numbers used.

Use problems involving the simple rules, denominate numbers, and easy fractions, practise to be largely mental.

Grade IV.

Object.—The mastery of the four simple rules and accuracy in mechanical work.

Outline.—Addition and subtraction continued for drill in rapid and accurate work.

Complete multiplication tables up to 12×12 , and practise multiplying by numbers of two and three digits.

Drill in division, short and long, dividing by numbers of two and three digits.

Show relation of fractions to division; find one-sixth, one-eighth, one-ninth, etc., of a given number, as applied in problems rather than as explained by formal teaching.

Practise the measuring of lengths and the finding of simple areas from measurements and diagrams.

Teach the simple tables: Avoirdupois Weight, Long Measure, Dry and Liquid Measures, Measure of Time.

Teach Roman Notation up to 100.

Teach reading and writing of numbers up to nine digits.

Use problems based on above, and on simple tables.

Grade V.

Object.—The mastery of the tables; learning of Reduction and the Compound Rules.

Outline.—Notation and Numeration, Roman Notation, Simple Rules continued.

Weights and Measures, as in Grade IV, with Square Measure, Cubic or Solid Measure, and Miscellaneous; Pounds in Bushel; Gross, Quire, Score, etc.; Reduction, Compound Rules, (Reduction and the Compound Rules to be limited to simpler instances).

Simple application of the tables, measurement of surfaces and areas, contents of boxes, piles of wood, fencing, etc. Bills of goods.

Problems.—Drill in mechanical accuracy in four simple rules, including application of fractions to division. Mental arithmetic.

Grade VI.

Object.—The study of numbers preparatory to fractions, and the mastery of fractions.

Outline.—Simple and Compound Rules and further practical applications; papering, plastering, carpeting, board measure.

Factors, multiples, prime numbers, laws of divisibility.

Greatest common divisor, least common multiple.

Fractions.—Reduction of fractions. Addition and subtraction, first the adding and subtracting of similar fractions, treated as denominate numbers, then the finding of the common denominator. Multiplication and division of fractions.

Percentage.—Use and meaning of 50 per cent., 25 per cent., 20 per cent., 10 per cent., 5 per cent., $33\frac{1}{3}$ per cent., $12\frac{1}{2}$ per cent., relation of these to simple fractions.

Miscellaneous problems based on the foregoing.

Review of the simple rules. Mental arithmetic.

Grade VII.

Object.—The study of decimals and percentage, with simple applications.

Outline.—Review of fractions and fractional parts.

Decimals.—Reading and writing of decimals; reduction to common fractions; adding and subtraction; multiplication and division.

Use and meaning of Percentage.—Relation of percentage to fractions and decimals.

Type Problems:

What is one-third of 24?

24 is one-third of what number?

24 is what part of 40?

What number is one-third greater than 24?

24 is one-third greater than what number?

24 is what part greater than 20?

What number is one-third less than 24?

20 is one-third less than what number?

20 is what part less than 25?

Use similar problems with 22 (or other) per cent., instead of fractions. This work should be chiefly oral and mental and is intended to familiarize pupils with the processes and ideas used in the business applications of percentage by means of types in which the numerical difficulties are slight.

The application of percentage to loss and gain, averages and percentages. Simple interest.

Miscellaneous Problems.—Drill in mental work.

Grade VIII.

Object.—Study of business applications of Percentage and Mensuration.

Outline.—Fractions, decimals and percentage reviewed.

Business applications of percentage.—Commission, Trade Discount, Insurance, Taxes, Duties, Interest, Elementary Mensuration. Metric System.

Miscellaneous Problems.

READING.

Reading in the Elementary School.—The bearing of reading on the progress of the pupils in all other studies in the Public School makes it the most important subject of the school course. The emphasis to be placed upon it as an instrumental study is very great in the first two or three years of school. In view of this there is need of very careful teaching in the primary grades in order to develop a simple vocabulary and put the child in possession of the knowledge of elementary symbols by exercise in their recognition and use. The three aims, formal power, interest and expression, cannot be dissociated in the teaching of reading in any grade of the school, but with respect to emphasis they probably stand out in the order named in relation to the reading of the primary, intermediate and senior grades.

Primary Reading.—There are three methods commonly employed to establish in the child the formal elements of power to read. These

may be called the thought, word and phonic methods. The interest necessary to the right beginning of primary teaching is commonly given by the use of stories, rhymes, games and pictures, and by the suggestion that the power to read is a way by means of which the child may learn more about these things for himself. The thought and word methods precede the phonic method, but it is unimportant whether the thought method precedes the word method or comes after it. In the use of either the sentence or the single word the essential teaching is a case of associating word-symbol and the thing or action, and the interest may be as great in one case as in the other. The sentence or thought method is a natural unit of expression, and adds to the teaching of formal elements an opportunity for developing smoothness in the use of normal reading matter. The usual method of dealing with the sentence is to write it and have the whole thought repeated a number of times before proceeding to drill in individual words.

The best teaching of reading results in such rapid recognition as to take account of phrases, lines or whole sentences with a concurrent power of suitable expression. The repetition of a whole sentence by a pupil before the significance of its parts is understood is limited in value largely to expression and does not mark any educational progress in relation to formal elements. While the word method is more formal, the thought content is more definite, significant and single. The words taught should deal with concrete actions or objects, such as run, sit, jump, book, man, pen, etc. When words have been taught they should be built into normal expression, such as:—I run; I sit; I see a book, etc. The essential difference between the sentence and word methods is that one is a species of analytic study of normal expression, while the other is a synthetic construction of normal expression with significant symbols. Either method may be employed successfully alone, or both may be employed according to taste or choice.

Phonic Teaching.—It is rather difficult to determine the amount of time to be spent in word and sentence study before beginning phonic analysis, but it should be introduced before the vocabulary becomes so large as to tax the memory of the child. The ordinary method of procedure is for the teacher to begin by the slow sounding of the word in order to train the ear of the child to discover that words are made up of a number of separate sounds. This is followed by separation of the letters that stand for the sounds and the association of the sounds with the letters that stand for them. The next step is the combination of the sounds and letters to produce new words.

After phonic analysis is introduced, the child's vocabulary increases rapidly. Phonic drill should be given daily, and a systematic progression followed in the introduction of the sounds of the letters. The order at the back of the primer may be followed, or the order may be determined by the vocabulary already taught. Roughly speaking, the short sounds of the vowels in combination with the consonant sounds, except q, x, and z, come first. These are followed by the long vowel sounds and consonant combinations. The primer should not be put into the hands of the child until the vocabulary of the first twenty-five pages has been covered, and the child has become fairly expert in making out words by phonics, so that the first lessons in the primer will be easy for him. The blackboard should be used exclusively in early teaching, and in the forestalling of difficulties in the primer. The symbols should be in script, and diacritical marks should not be employed.

The teacher should demand correct expression from the first. Word naming is not reading. The child should be trained to grasp the group of words at sight, that is to think the meaning of the individual words and of the whole sentence before reading it aloud. This should apply to all of the material of the primer at the end of the first year. An important aid to expression and interest is the employment of dramatization wherever the lessons of the primer lend themselves to it. Facility in reading should be increased by the covering of at least two primers in sight reading.

The work of phonics should be continued in the second year. Sounds should be grouped as far as possible, and vocabulary built up by groups on the principle of similarity of form, ending, etc. Word drill should precede all reading. Expression should be carefully attended to, chiefly through dramatization where material is possible. Memorization should be extended beyond the poems found in the reader. The "Child's Garden of Verse" contains suitable material for this work.

Reading in the Intermediate Grades.—By the time pupils have reached the third or fourth year of school, they will have overcome most of the mechanical difficulties of reading, and will have begun to find pleasure in the reading for the sake of the story, independent of teaching. The teaching should undergo suitable transition by the emphasis placed upon content for the sake of enkindling a love of good literature. The second reader of the authorized series distinctly emphasizes the story idea, and there is available much good literature suitable to this period. The growth of interest indicates the wisdom of emphasizing expressive reading. The desire to impart to others should be encouraged as appreciation grows. The memory of children may be freely exercised on suitable passages of both verse and prose. The exercise, however, should be a pleasure rather than a task.

Reading, a Formal Art.—In the seventh and eighth grades increased attention should be paid to reading as an Art. Added to the need of ordinary voice culture by right enunciation, emphasis and inflection, pupils of the senior grades of the elementary schools are commonly hampered by diffidence and self-consciousness. Expression must be warmed by the light of enlarged understanding, feeling, and imagination resulting from an appreciation of the higher content of literature suited to this age of the pupil. On the formal side, expression should be improved by careful drill on selected passages in relation to clear enunciation, flexibility, emphasis, and ease. The capacity for self-criticism in the pupil should be made use of, but the chief factor in securing right results is the enthusiasm and taste for good literature in the teacher.

Use of Supplementary Reading.—The list of books for supplementary reading is purposely made rather complete. In the lower grades the supplementary work must necessarily be largely under the direction of the teacher. All the books named may not be used, but such as are not used are likely to be useful material for the teacher. Neither is it expected that all the material named as supplementary reading in the upper grades will be put to use in the class or that it will be read under supervision or necessarily read in class. The list is intended to suggest suitable material for the enlargement of the pupil's literary experiences and enjoyment, which may not be less by reason of the reading being done outside of the class. The teacher should be interested to the extent of personally possessing the books read by pupils and may encourage pupils by brief informal or individual discussion of what they

are reading. In the building up of the school library teachers should see that all supplementary works are made available to pupils.

Reading.—Grade I.

First Half of Year.—Action, words and sentences to emphasize the thought element. Reading from the blackboards and from cards. Lessons constructed and arranged by the teacher.

Vocabulary selected from first thirteen pages of primer, names of objects in the schoolroom, names of children and numbers up to ten. Vocabulary should comprise forty or fifty words before phonics is begun.

Phonics.—Single consonant sounds in combination with short sounds of vowels; then long sounds of vowels and simple consonant combinations; as, *ch*, *sh*.

The primer should not be placed in the hands of the pupils during the first two months at school; most children take three months to prepare for it. Reading of the primer as far as page twenty-five. Murray's Phonetic Primer for Teacher's use is valuable as an aid to progressive phonic teaching.

Second Half of Year.—Phonics.—Additional consonant sounds and combinations, diphthongs, *ou*, *ow*, *oy*, *oi*; two sounds for *c*, *g*, *y*, and *th*. Finish reading the primer. Two supplementary primers at sight reading.

Supplementary Primers.

(Selected in the order named.)

Phonic Primer, Morang's.

Werner Primer, American Book Co.

(Especially valuable for methods and busy work.)

Aldine Primer (easy method for backward pupils), Newson & Co.

The McClosky Primer, Ginn & Co.

Heart of Oak (Norton), Heath.

Ontario Primer, T. Eaton & Co.

Grade II.

First Reader, Alexandra Series.

Phonics.—Continue the work begun in phonic drill. Group sounds, building of lists of words with endings, such as *ar*, *ir*, *er*, *ur*, *ing*, *ly*, *ed*, *tion*, etc.

Word Study.—Thorough word drills preceding reading lesson.

Suitable attention to expression.

Dramatization as an aid to expression. Short poems memorized and recited.

Supplementary Readers.

Art Literature Series. Book I. Atkinson, Mentzer & Grover.

Heart of Oak Series (Norton), Book II, Heath.

Hiawatha Primer, Houghton, Mifflin & Co.

Cyr's Dramatic First Reader, Ginn & Co.

Child's Garden of Verse (R. L. Stevenson), Rand, McNally & Co.

Grade III.

Second Reader, Alexandra Series.

Thorough word-drill before reading.

Drill in articulation, use of difficult combination of sounds.

Practice of exercises helpful in securing pleasing quality of voice, ready control of vocal organs, correct emphasis and inflection.

Training of pupils to understand thought of lessons as basis of expression. Encouraging of pupils to read with the purpose of giving pleasure to others.

Dramatization.—Memory work.

Supplementary Reading.

Alice in Wonderland (Carroll), Macmillan.

Merry Animal Tales (Bingham), Little, Brown & Co.

The King of the Golden River (Ruskin), Heath.

The Adventures of Pinocchio (Collodi), Ginn & Co.

Three Years with the Poets (Hazard), Houghton, Mifflin & Co.

Grade IV.

Third Reader to page 195, Alexandra Series.

Thorough word-drill before reading.

Mastery of thought and of the pronunciation of words should be insisted upon as a preparation for the oral reading of the lessons.

Pupils to be trained in stating orally the substance of the lesson before reading; aim should be to secure good expression as a result of thought mastery.

Frequent reading of lessons already gone over, with which pupils are familiar, gives excellent opportunity for drill in expression.

Use of the dictionary.

Choice selections memorized and recited.

Supplementary Reading.

Through the Looking-Glass (Carroll), Macmillan.

In the Days of the Giants (Brown), Houghton, Mifflin & Co.

Adventures of Ulysses (Lamb), Ginn & Co.

The Odyssey (Lang) Macmillan.

Poems Every Child Should Know (Burt), Doubleday, Page & Co.

Grade V.

Completion of Third Reader, Alexandra Series.

Continuation of work indicated in the course of study for preceding year and continuation of use of the dictionary for pronunciation and for learning the meaning of words.

Frequent exercises in sight-reading from books in the library.

Reading from selections previously gone over for training in expression.

Choice selections memorized and recited.

Supplementary Reading.

A Wonder Book (Hawthorne), Houghton, Mifflin & Co.

Treasure Island (Stevenson), Little, Brown & Co.

Myths of Greece and Rome (Guerber), American Book Co.
 Selected Poems, e.g., The Bell of Atri, King Robert of Sicily and other poems from "Tales of a Wayside Inn," by Longfellow.
 Children's Treasury of Poetry and Song, Palgrave.

Grade VI.

Fourth Reader, to page 202, Alexandra Series.

Intelligent understanding to be insisted upon as a basis for expressive reading. Meaning of words, phrases, clauses, and sentences must be clear to the pupil in order that he may read intelligently.

The reading lesson should be assigned by the teacher and carefully prepared by the pupil.

Pupils should be encouraged to read books from the library for pleasure as well as for information. Some discussion of books read outside of school might be indulged in with advantage in the language period.

Choice selections memorized and recited.

Supplementary Reading.

Macaulay's Lays of Ancient Rome.
 Ivanhoe.—Sir Walter Scott.
 Courtship of Miles Standish.—Longfellow.
 Rip Van Winkle.—Irving.
 Legend of Sleepy Hollow.—Irving

Grade VII.

Complete the Fourth Reader, Alexandra Series.

Follow the same line of work as for Grade VI as regards intelligent understanding of the material for reading in words, phrases, clauses and sentences. Drill on individual words, phrases, clauses and sentences for emphasis and for shades of expression such as are involved in the treatment of reading as an art. Give suitable attention, by caution and encouragement, to the private reading of pupils by discussion of the essential character and attraction of special works and authors.

Supplementary Reading.

A Book of Golden Deeds.—Yonge.
 Murnburg Stove.—Ouida.
 Lamb's Tales from Shakespeare.
 A Christmas Carol.—Dickens.
 Evangeline.—Longfellow.

Grade VIII.

Selections from prescribed reader.

The same formal teaching as in Grade VII with respect to the art of reading and the materials of private reading.

Supplementary Reading.

Red Cloud (Butler), Burns & Oak, London, England.
 The Talisman.—Scott.
 Merchant of Venice.

WRITING.

Aim.—The aim of teaching writing is to develop in pupils the power to write rapidly a legible, graceful hand.

Materials.—The materials used must be suited to the age of the pupil and should be of good quality to secure good work. For the first two years the chief materials or equipment will be the blackboard and chalk, inexpensive paper, crayons and soft pencils. In the third grade pen and ink may be introduced. The ink should be smooth-flowing, blue-black ink; the pens should not be too fine nor too blunt, and these should be changed when a satisfactory kind is decided upon. Books should be blank writing books, bound at the sides to double back flat, or half sheets of foolscap may be used. Manuals containing instructions, graded movements exercises, letter development exercises, and word and sentence copies should be provided. In the lower grades of the school, exercises taken from a graded manual should be set by the teacher; in the upper grades, manuals should be in the hands of the pupils themselves. To secure uniformity and suitable quality in materials, as well as economy they should be supplied to the pupils in all schools by the board.

System.—The whole arm or muscular movement system has been proved to be the best suited to Public School needs. It makes use of the larger muscles of the arm and shoulder rather than of the smaller muscles of the fingers. In young pupils it is easier to secure a co-ordination of the larger muscles in large movements than in small ones. Large exercises must therefore be given to secure development and control. The early letter forms must be of the simplest character. The main lines should have a slant of from 25 to 35 degrees from the perpendicular.

Method.—Suitable attention must be paid to method and progression in order to secure good results. At the outset in the teaching of writing there seems to be a conflict between form and movement.

Because of the necessary correlation between writing and reading and between writing and number work, the primary teacher must give some attention to form, but on the other hand, in relation to writing itself, movement is of supreme importance. In formal lessons in writing in the primary grades, movement exercises must constitute the major portion of the work. The teacher must recognize that it is not necessarily the child who makes the best formed letter that is the best writer, but that it is the one who makes the best formed letter with the proper movement. Hence, at first, as much attention to movement and as little to form, as is consistent with the needs of other subjects, must be given. Gradually the emphasis may be shifted so that in the higher grades both ease of movement and perfection of form will be secured. Practice in securing muscular control must be co-ordinated with the careful study and production of correct forms. Study and practice should go hand in hand.

As early as possible pupils should be encouraged to apply the muscular movement to his ordinary writing and exercises. This can first be done in the formal spelling lesson. The teacher should consistently exemplify the system taught. The teacher whose writing is an inspiration to pupils, will find it easier to secure interest and obtain good results.

Position.—From the beginning pupils should be taught to take the proper position at the desk. If the desk is large enough from

front to rear, the pupil should sit directly facing it, the feet should both rest on the floor, both arms should rest easily on the desk, and the pen should be gently and easily held.

Course—Grades I and II.

Whole arm movement at the blackboard, making of easy picture exercises based on objects in which the child is interested—sleigh, ball, hoop, waggon; use lateral, drive and return, and oval or combined movement. Development of movement exercises into small letters. Copying of words. Repetition of these exercises at desks with soft pencils and coarse paper. Pupils may first stand, then sit. All exercises and letters to be made large in order to prevent finger movement.

Grades III and IV.

Exercise similar to those of the first two grades. Use of pen and ink. Application of movement to writing of words in the spelling lessons. Development of capitals from picture exercises. Simple analysis of letter forms. Copying of selections from readers. Word and sentence copies. Easy letter writing.

Grades V and VI.

Gymnastics and movement exercises to give freedom of arm movement. Word and sentence copies. Some attention to rate of writing. The writing of all small letters and figures and the grouping of these according to movement formation. Progressive replacing of mere copy work by analytic work in the group exercises. Some attention to errors in spacing and form. Similar treatment of capital letters. Reduction in the size of letters; copying. Supervision written of work in all subjects.

Grades VII and VIII.

Complete review of movement exercises, with more difficult combinations. Special attention to time and speed—careful analysis of small and capital letters according to group formation. Correction of errors in form and spacing. Allowances should be made for individuality of expression with regard to slant and size of letter. Freer use of exercise requiring sustained and progressive effort. Careful supervision of all written work. Writing of business and social letters, business forms. Careful attention to position on page.

SPELLING.

Formal Spelling.—Formal spelling should not be taught before the completion of the Primer. Previous to that time pupils should learn the form of the word by copying it as a whole or through the use of phonic analysis and not by analyzing it into its component letters. Preparatory work for formal spelling should consist in acquiring a good grasp of phonics, and phonics should gradually shade into formal spelling.

Teaching.—In the introductory lessons of phonics and spelling, the first words taught should be short, common to the pupils' vocabulary

and experience and suitable for phonic analysis and synthesis. Words having the same phonogram should be taught in groups; and, band, hand, land, etc. Words regularly phonetic should be taught first, and irregular words as those containing silent letters introduced afterwards. Silent letters in a word should not be defaced by markings nor should diacritical marks be used in the early stages of phonics and spelling. Time should not be taken to teach pupils the words in the readers presenting special difficulty, or words quite outside of the range of their experience. Teachers should drill on the commonly used words. Care should be given to the spelling in all written work. Inasmuch as phonics and spelling are nearly related to reading, writing and language in the primary grades, the work in these subjects should be closely correlated. The training should aim to give ready recognition of familiar words, the power to make out new words, distinct enunciation, correct pronunciation, ear training, eye training, and voice culture. Much attention should be given to correct pronunciation. Correct pronunciation is as important as correct spelling. If we had purely phonetic orthography, oral spelling would be a most helpful exercise and the ear would be the supreme test of accuracy. Unfortunately the orthography of our language is very erratic and consequently, in the teaching of spelling there should be constant appeal to the eye as well as to the ear. Moreover, there is a muscular sense which is useful in learning to write words correctly, and this sense should be utilized as well as the visual and the auditory.

Capitalization and punctuation should be dealt with as it occurs in reader and speller, supplemented by occasional reviews.

Grade I.

Copy of words from blackboard and text transcription.

Drill upon phonic elements.

Formal training in recognition of sounds and in their expression.

Position of the lips, tongue and teeth in effective articulation.

Grade II.

Formal spelling, using material from Reader.

Word building exercises.

Oral spelling of words from Reader.

Writing of easy sentences from dictation on blackboard and with pencil.

Exercises in articulation.

Grade III.

Formal spelling in relation to reader.

Sound and pronounce, spell and pronounce words of Reader by inspection.

Copying sentences from Reader and blackboard.

Easy names of familiar objects in the school room.

Continuation of language and spelling exercises on this material.

Writing of words from authorized speller.

Easy homonyms, synonyms, and autonyms. Lists preserved for drill.

Easy dictation from Reader and from vocabulary of Speller.

Articulation drills in difficult combinations of words.

Grade IV.

Continuation of spelling from Reader and from authorized Speller. Dictation exercises on materials of both syllabication and accent. Training in the use of the dictionary in relation to syllabication and accent. Frequent reviews of difficult words. Articulation drills.

Grade V.

Continuation of exercises in spelling and dictation based on Reader and Speller. Sustained dictation. Use of dictionary. Teach reading of diacritical marks. Articulation drills with special attention to defective pupils.

Grade VI.

Continuation of dictation and spelling. Exercises from Reader and Speller. Vary dictation by introducing matters from other sources—from poetry, brief letters in correct form, etc. Rules of spelling, from practices illustrated in Speller, in the use of prefixes, suffixes, etc.

Grades VII and VIII.

Continuation of exercises of Grade VI. Word building. Study of derivation and composition from easily understood examples. Common prefixes and suffixes and their significance. Application. Study of common Latin noun, adjective and verb forms. Analysis of meaning of English words derived from Latin on basis of significance of root, prefix and suffix forms. Exercises. Common abbreviations.

GRAMMAR.

Through the first three grades in school, the language lessons have had to do with the substance of language, with the end in view of developing freedom of expression, and correct habits according to standard usage. Many rules of form have become implicitly the child's possession through every-day use and observation of what he hears and reads. It is now time to begin, little by little to organize this knowledge of the forms of language, and to make it explicit. Function and relation will still be the basis and the test, but, even in the fourth year, we can have some beginnings of definition, and some closer attention to the study of words and word-functions as well established instruments of expression.

The following suggestions may serve to emphasize the method of approach for each step of this more formal language training.

Grades IV and V.

Avoid any indefinite use of words at first, e.g., of pronouns.

In teaching enlargements or modifiers, make no distinction between single word, phrase and clause, except the obvious distinction between word and word-group; teach function not structure.

Determine classification of words always in light of context; beware of suggesting that words are fixed in their uses.

Use, at first, terms naturally suggested by word-functions. Avoid technical terms that belong to more advance grades.

Develop the principles already implied in composition exercises.

The principal of progress throughout is the concentric or spiral; thorough, systematic classification must be preceded by more general survey.

Consider carefully the appropriate or strategic point at which new terms and classifications are to be introduced, thus there is no motive, or apperceptive basis, for the conjunctive pronouns and adverbs until subordinate clauses have been taught.

Grade VI.

Case.—Approach through pronouns, as the difference in form will aid in showing difference in relation.

Number, Gender, Comparison offer easy and interesting work in observation and induction; the pupils may be led to work out their own lists.

Tense involves two ideas: time and completeness. Teach in this grade the three simple time forms, and the variations of these to denote *progress, emphasis, etc.*

Mood.—Pupils know the statement and the command sentence-forms. Teach now the wish, or contingent form, as "Long live the King!" "Heaven help us!" Here again, difference in forms leads to an observation of difference in function. Confine first lessons on the subjunctive to independent sentences.

Grades VII and VIII.

Review carefully earlier general classifications, as a basis for fuller analysis, and for new divisions, as in *concrete* and *abstract* nouns.

Tense.—The compound tenses. Develop the idea of completeness and incompleteness as relative matters. That is, the force of the past, present and future perfect tenses can be intelligently grasped only by viewing in relation two distinct occurrences, one appearing as being, having been, about to be, complete or incomplete from the standpoint of the other. Exercises in sequence of tenses help to make these relations clear. Thus, compare, "I reach home at last, but my friends have gone." and "I reached home at last, but my friends had gone."

Mood.—Teach the various uses of the subjunctive in subordinate clauses, after *if, though, that, unless*, etc. Compare the indicative and subjunctive force of such forms as:

If he be here	}	Let him answer.
If he is here		
Since he is here		

Infinitives and participles.—Show the double function of these forms, *i.e.*, the verb as a noun, and the verb as an adjective.

Avoid dwelling on such distinction as the *adjectival* and the *participial* functions of, *e.g.*, the word "sparkling," in "The sparkling water gladdened the traveller's heart" and "The water, sparkling in the sunlight, gladdened the traveller's heart."

In grades below VII and VIII, there is very little profit in attempting to teach the grammar of the infinitive. Let the correct use of infinitive forms depend on exercise in composition.

In general, especially in the earlier grades, let the teaching of formal principles of grammar wait on practice in composition. Teach

nothing, the need for, or use of, which has not been realized. Let the principle of development be that of meaning and function and relation, not that of form and structure. A solid foundation, inductively established, on this principle, in the earlier grades, will allow much more rapid and real advance in the higher grades.

The following statement shows the detailed work for said grade:

Grade IV.

(First Half Year.)

Review of kinds of sentences: statement, command, request.

Review of whole subject and whole predicate as the two essential divisions of a sentence.

Name of words or nouns.

Predicate words or verbs.

(Second Half Year.)

Idea of name words extended:

Object names.

Names of state or experience or feeling.

Idea of predicate words extended:

Words telling of action.

Words telling of experience or feeling.

Substitutes for name-words to avoid repetition:

Simple or personal pronouns.

Grade V.

Review of sentence elements taught in IV.

Whole subject, whole predicate, name-words, predicate words.

Enlargements:

(a) of the subject word: word or word-group enlargement, the simple adjective.

(b) of the predicate word: word or word-group enlargement, the simple adverb.

Connecting words:

(a) simple conjunctions: and, but, or, etc.

(b) Prepositions: expressing position in, motion to or from, time when, in company with, by means of, and other simple concrete relations.

Words of doubtful or multiple function: words used in different functions at different times: *c.g.*, fast (adj.) and (adv.), ride (noun) and (verb).

Elements of classification:

(a) Nouns (1) General or common.
(2) Particular or proper.
(3) Group names or collective.
(4) Quality nouns or abstract.

(b) Pronouns (1) Simple (personal).
(2) Question or interrogative.
(3) Pointing out or demonstrative.

NOTE.—Defer teaching connective pronoun until complex sentence is taken up.

(c) Adjectives:

- (1) Describing (qualitative): size, shape, color, character, material, etc.
- (2) Numbering (quantitative).
- (3) Pointing out (demonstrative), *e.g.*, "this," "first," etc.

(d) Adverbs:

- (1) Simple—time, place, manner, etc.
- (2) Question or interrogative.

NOTE.—Defer teaching "connective adverbs" until complex sentence is taken up.

(e) Verbs:

- (1) Requiring some word or word-group to make up the whole predicate.
- (2) Not requiring any such completing word or word-group.

NOTE.—Make clear, at this point, the distinction between a completing and an enlarging word or word-group.

Further examples of conjunctions: Explain co-ordinating conjunction.

Further examples of words of double function.

Exercises in distinguishing sentence-elements by their functions.

Exclamatory sentences and exclamatory words.

Grade VI.

Review of classification taught in Grade V.

Different ways of completing the predicate: Complement and object.

NOTE.—At this point, the distinction between subject and object and between transitive and intransitive verbs, may be made clear.

Forms of verb "be" as always requiring subjective complement.

Differences in form to denote differences in relations:

Inflection:

(a) Nouns and pronouns: case.

- (1) The subject relation: nominative case.
- (2) The object relation: objective.
- (3) The possessive relation: possessive.
- (4) The appositive relation: case in apposition.

(b) Nouns and pronouns: number.

- (1) Singular and plural forms in common use, and modes of formation.
- (2) Possessive plural forms.

(c) Nouns and pronouns: gender.

Masculine and feminine forms in common use, modes of formation.

(d) Verbs:

- (1) Number and person: taught in relation to number and person in nouns and pronouns.
- (2) Tense: simple, present, past and future and the progressive and emphatic forms of these.
- (3) Mood: of statement sentence: assertive or indicative. Of command sentence: imperative. Of wish sentence: subjunctive, *e.g.*, "Long live the King!"

(4) Active and passive forms distinguished. Exercises in changing form from one to the other.

(e) Adjectives and adverbs: degrees of comparison and modes of formation.

Exercises in agreement of nouns and pronouns: of subject and predicates.

General analysis of simple sentences. Simple parsing based on study of meaning.

Grade VII.

Brief reviews of classification and inflection: formation of abstract nouns from other classes of words.

Pronouns: reflexive, indefinite and impersonal uses, possessive adjective pronouns.

Frequent exercises in complete classification of parts of speech thus far learned, and of forms of inflection.

Tense: the compound tenses: imperfect and perfect forms contrasted.

Mood: subjunctive mood in subordinate clauses, after "lest," "though," "if," etc.

Verbs classified as weak and strong or regular and irregular.

Verbs classified as active and passive.

Verbal nouns: gerund and infinite; imperfect and perfect. Other uses of the infinite: as adjectives and adverbs. Frequent exercises in tabulation of forms of declension and conjugation.

NOTE.—Use text-book mainly for verification and for seat-exercises.

Auxiliary verbs:

(a) of tense, mood and voice.

(b) "may," "must," "shall," "will," etc.

Distinguish the special force of each.

The Complex Sentences:

(a) Easy complex sentences developed from corresponding simple sentence forms.

(b) Exercises in enlarging simple sentences into complex, as already taught in composition.

(c) Kinds of clauses: developed from corresponding single-word functions.

(d) Clauses and phrases distinguished.

The compound sentence. General analysis of easy complex and compound sentences.

Grade VIII.

Review exercises in classification, inflection, conjugation.

Review of simple, complex and compound sentences.

Connective pronouns and adverbs.

Co-ordinating and subordinating conjunctions.

Complete classification, etc., according to authorized text-book.

Irregular and exceptional forms: number, gender and case.

The more common foreign number and gender forms in use in English.

Principal parts of verbs to be learned thoroughly.

Varieties of predicate complement forms:

Adverbial objective forms.

Cognate and reflexive objects, etc.

Complements of the object.

Compound-complex sentences.

Various uses of the subordinate clauses.

Syntax of the infinitive and participle.

Analysis and synthesis of compound and complex sentences.

Comprehensive study of authorized text-book.

HISTORY.

Definition.—The common conception of history is that it is a chronicle of events marking the general progress of mankind. This progress is concerned with material and industrial things, with literature, art, religion, and with social and political institutions. The right teaching of history takes account of it ultimately as a study of the institutional life of a people or of the progress of the whole social organization rather than as a chronicle of the doings of individuals; but as movements can best be understood in relation to those who are connected with their progress, history resolves itself into a study of the institutional life of the race concretely set forth in the ideas and actions of its men and women.

The Biographical Side.—In the elementary school, especially in beginning the subject, it is advisable to treat it as an account of a series of events or as a study of the development of institutions. A knowledge of institutions is the result of a generalization of the knowledge of events, and events are of broader and vaguer interest than are the actions of men. This method is not only the most interesting, but it is the logical method, and the habit of mind or condition of mind of the child.

While history in the early teaching of it is concerned with people and their actions, it is concerned in the main with the actions of people outside of the experience or observation of the child. It makes constant appeal to the imagination rather than to sense perception and in relation to formal teaching it is confined to the upper half of the course.

Much preparatory work for history is done in the second, third and fourth years in connection with the reading work. Stories of home life, of other lands and peoples, fables, myths, and tales of Greece and Rome and the Northland, adventures, great heroes, Bible characters, historical pictures, are good material for oral and written reproduction, and at the same time furnish excellent material for the foundation work of history. Up to the beginning of the fifth grade the story and the romantic, rather than the fact side of history should be given prominence. The aim should not be so much to impart a definite amount of knowledge and to require the memorizing of facts as, by a judicious selection and presentation of material, to leave in the minds of the pupils general impressions of the results of right and wrong actions, to arouse an intelligent interest in people, places and events, and to develop a genuine taste for the subject. Inasmuch as in the child's mind the place relation precedes the time relation, maps should be freely used in the teaching of history in the early part of the course and geography is an important aid to history teaching throughout the course.

History in the Upper Grades.—In the higher grades a grasp of the time relation, the study of motives, cause and effect and judgment as to the reason of things should gradually replace the story and pic-

turesque side of the subject. The state should ultimately emerge as the highest of human institutions, and loyalty to the state as the first virtue in the citizen.

Special Days—The dates on which important national events have occurred, and national and school holidays such as Alberta Day, Dominion Day, Paardeburg Day, Trafalgar Day, Empire Day, etc., may be marked by special exercises and the flying of the flag.

Grade V.

I. Home History—

Stories by pupils and questions by teacher concerning:

- (a) The origin of the settlement or community and its location.
- (b) The social life of the community.
 - (1) In earlier days.
 - (2) The gradual acquisition of increased comforts, privileges and opportunities.
- (c) The occupations of the members of the community and why these are chosen; how they change or are added to in time as the needs of the community increase.
- (d) The organization of the community:
 - (1) Politically, *i.e.*, Local Improvement Districts (L.I.D.), Village, Town, City.
 - (2) Educationally—School District.
 - (3) Religiously—Churches.
- (e) Comparison of life of boy or girl now with the life of a boy or girl in earlier days; the difference and reasons for this.

II. Transition to the larger community—The Canadian West—

- (a) Characteristic Stories of Western Life:
 - Pioneer Life, Indian Life, Fur Traders, Cowboy Experiences, North-West Mounted Police, Trails, etc.
- (b) Local buildings and places of historical interest: Hudson Bay Co. Forts, etc.
- (c) Heroes of Exploration:
 - Hearne, McKenzie, Fraser, Thompson, etc.

Grade VI.

I. The Canadian West—Alberta, Manitoba, Saskatchewan.

- (a) Pioneer life and experiences, with particular reference to the Fur Trade and the Hudson Bay Co.
- (b) Missions and schools.
- (c) Sale of Rupert's Land.
- (d) Red River Rebellion.
- (e) Manitoba, a Province.
- (f) Organization of North-West Territories.
- (g) Saskatchewan Rebellion.
- (h) Canadian Pacific Railway.
- (i) Saskatchewan and Alberta, Provinces.
- (j) Later Development.

II. Romantic Side of General Canadian History—

- (a) Voyages of discovery — Leif, Ericson, Columbus, Cabots, Cartier.
- (b) The native races.
- (c) The Story of French Canada:
 - 1. Career of Champlain, the founder of New France.

2. Attempts to Christianize the Indians; Jesuit Missionaries.
3. The story of the Fur Trade; Company of One Hundred Associates.
4. Royal Government.
5. The career of Frontenac.
6. The French Canadian—settlements along waterways, occupations, home comforts and social life, interest in their church.
7. The opening of the West—Groseilliers and Radisson, Marquette and Joliet, La Salle, Verendrye, Hearne, McKenzie, Fraser, Thompson, etc.
8. The British Conquest of Canada.

Grade VII.

- I. The story of British Canada—
 - (a) Military Rule, 1760-1763.
 - (b) Royal Proclamation, 1763-1774.
 - (c) French Canadians and British Subjects.
 - (d) The Quebec Act, 1774-1791.
 - (e) The United Empire Loyalists.
 - (f) The Constitutional Act, 1791-1841.
 - (g) The Progress of Canada.
 - (h) The Story of the War of 1812-1814.
 - (i) The Rebellions in Upper and Lower Canada.
 - (j) Lord Durham's Report.
 - (k) The Act of Union, 1841-1867.
 - (l) The Progress of Canada.
 - (m) Events leading to Confederation.
 - (n) The British North America Act, 1867.
 - (o) Provinces that have subsequently entered Confederation.
 - (p) The Progress of Canada.
 - (q) Canada, a part of the British Empire.
- II. The Romantic Period of British History—
 - (a) Geographical location of Great Britain and some idea of Britain's greatness and her long history.
 - (b) The story of the early Britons.
 - (c) The materials for the foundation of the British Nation.
 1. The coming of the Romans; their story, invasion and influence.
 2. The coming of the Jutes, Angles and Saxons; their original home, character, settlements and simple methods of government and administration of justice.
 3. The coming of Christianity.
 4. The coming of the Danes.
 5. The coming of the Normans
 - (d) The building of the Superstructure.
 1. The Norman Period.—Distinguishing Characteristic. — "Kings vs. Barons."
 - (a) Names of Sovereigns and dates of reigns.
 - (b) Outstanding incidents of the period associated with the reign of the sovereign in which they occurred, *e.g.*, how the land was rented, the castles, the knights and their ideals, the Crusades, etc. Group everything around the distinguishing characteristic of the period.

- (c) Brief summary of the progress of the people.
- 2. The Plantaganet Period.—Distinguishing Characteristic,—
“Barons vs. Kings.”
 - (a) Names of sovereigns and dates of reign.
 - (b) Outstanding incidents of the period associated with the reign of the sovereign in which they occurred, *e.g.*, Quarrel with Becket, Richard I and the Crusades, the Great Charter, Simon de Montfort and his parliament, Conquest of Wales, Wars with Scotland, John Wicliff, Stories of Hundred Years’ War, the Black Death, the Workers’ and the Peasant’s Revolt, etc. Group everything around the distinguishing characteristic of the period.
 - (c) Brief summary of the progress of the people.
- III. The House of Lancaster and York—Distinguishing Characteristic—“Barons vs. Barons.”
 - (a) Names of sovereigns and dates of reigns.
 - (b) Stories of the Wars of the Roses.

Grade VIII.

- I. Canadian History in outline with particular reference to events subsequent to 1760.
- II. British History in outline with particular reference to events subsequent to 1485.
Building of Superstructure, continued.
 - 1. The Tudor Period—Distinguishing Characteristic—“Crown vs. Church.”
 - 2. The Stuart Period—Distinguishing Characteristic—“Divine right of Kings vs. Divine right of People.”
 - 3. The Hanoverian Period—Distinguishing Characteristic—“The Growth of Democracy.”
 - 4. Under each period take up the names of the sovereigns and the dates of their reigns; the outstanding incidents of the periods associated with the reigns of the sovereigns in which they occurred and grouping them about the distinguishing characteristic of the period. At the close of each period take up a brief summary of the progress of the people.
 - 5. The greatness of the British Empire of to-day and our privileges as citizens of that Empire.

CIVICS.

All school work should convince the child of the advantages of order and government. School training is essentially a training for citizenship. Class organization brings the community sense and the administration of the school develops regard for authority. Among the subjects of instruction also history and literature contribute to broad training for citizenship. History shows the development of government and tells the story of those who have struggled for or advanced national liberty. Literature idealizes the qualities that have made men great.

Civics, on the other hand, deals particularly with the duties of citizenship. It gives the special training and information that fit the

boy for public and corporate duties. It is commenced formally with the study of institutions as they are found, rather than with their growth, as well as with a study of the privileges and responsibilities of the citizen with respect to these institutions. In addition to the benefit to the citizen of knowing the character of the institutions affecting his life, the study of civics should develop public spirit and inspire to useful public service through the example of public men whose work is brought within the understanding and appreciation of the pupil.

TEACHER'S AIDS.

How Canada is Governed (Bourinot).
Municipal Acts.
The Canadian Almanac.

Course—Grade VII

Preliminary Study.

1. *The Family*.—The Social Unit.

Parents provide home, food and clothing, administer the home and regulate the actions of the family. Children are under obligation to parents for care, and yield obedience with respect to behaviour and home duties.

II. *The School*.—A Public Organization.

Character, plan and aim of organization; Principal, teachers, pupils and classes; rules; administrations and instruction; development of industry, control, courtesy and the community sense and community obligation.

The principle of authority and obligation illustrated in the organization of the home and the school.

FORMAL CIVICS.

I. *The Board of School Trustees*.—General purpose and function of the trustee body. Significance of the term trustee. Names of local trustees. Number on country, town and city boards.

How trustees are nominated. Qualifications, legal and natural, qualifications of voters. The conducting of an election, balloting.

Organization of Board; Chairman, Secretary-Treasurer; committees. Duties of Board: providing buildings and equipment, engaging teachers, supervisors, superintendents, janitors, truant officers and other officials, making rules for the conducting of the school, levying and collecting taxes (methods in towns and cities), raising money by debenture, making returns to the Department of Education.

Mock election of trustees in school room.

II. *Municipal Government*.—

Cities and Towns, Villages and Local Improvement Districts. (Begin with local type.)

Need of local government. Names applied to members composing municipal bodies—mayor, aldermen, councillors; names of persons who are local members.

Interests controlled in Towns and Cities.—Streets, sidewalks, water, lighting, street-car service, telephone, public order, protection of property and life, taxation, hospitals, charities, licenses, parks, etc.

Organization (1) *Cities*.—Mayor and aldermen, how elected, qualifications, and qualifications of voters. Commissioners in special departments, finance, public utilities, etc. Officials: Secretary, Treasurer, Auditor, Assessor, Collector, Medical Health Officer, Chief of Police, Magistrate, Building Inspector, etc.

Powers with respect to by-laws and regulations.

(2) *Towns*.—Mayor and councillors in towns.

Names of members of local council.

Nomination and election of councillors; qualifications and qualification of voters; powers and duties, studied as in the case of cities with respect to by-laws and regulations.

(3) *Village Councils*.—Members, number, names of local members, officers, powers and duties.

(4) *Local Improvement District Council*.—Map of local district. Number of members and names of members in local council. Method of election. Qualifications of members and of voters. Variations in size of districts and in number of members of council. Powers and duties of Councils. Large Local Improvement Districts and Councils.

Principle of self-government illustrated in School Board and Municipal organization and powers exercised.

III. Introduction of terms Provincial, Federal and Imperial Government. Study to establish relations of local municipal organization to Provincial Government. Relation of Provincial, Federal and Imperial Governments. Representative heads: Lieutenant Governor, Governor-General and Sovereign and law-making bodies. Sister colonies.

Grade VIII.

I. THE PROVINCIAL GOVERNMENT.

Organization of Legislature.—The Party System, Government and Opposition parties. Premier and Executive Council or Cabinet. caucus, nomination, balloting, indemnity.

Organization of Legislature.—The Party, System, Government and Opposition parties. Premier and Executive Council or Cabinet. How chosen, general functions.

Department of administration: Minister of Public Works, Attorney-General, Minister of Education, Provincial Secretary, Provincial Treasurer, Minister of Agriculture, Minister of Railways and Telephones and Minister of Municipalities. Present Members of Executive Council. Deputies, powers and responsibilities. Common officers of the government—School Inspectors, License Inspectors, Local Improvement Officers, etc.

The Legislature at Work. — Government and Opposition; the Speaker. How laws are made; Bills and Acts, public and private bills; readings.

Sources of Revenue.—Taxes, subsidies, etc.

The Lieutenant-Governor.—How appointed; term of office, salary and maintenance, government house. Powers: summons, prorogue and dissolves the Legislature; assent and veto. How exercised.

Variations in organization of Legislature in different provinces—One house or two-house Legislatures.

The Law Courts.—Simple introduction of the function of courts in relation to legislative and executive functions explained by terms, law-making, law-enforcing and law-interpreting bodies.

II. THE FEDERAL GOVERNMENT.—Discussion of powers and duties in contrast with Provincial Legislatures. Basis of differentiation. Brief inspection of parts of B.N.A. Act, to show division of commoner duties. Use of the terms Parliament and Legislature, of M.P., M.L.A., M.P.P.

The House of Commons.—Number of members, distribution, basis of distribution, the census, term of office, members for Alberta.

The Senate.—Number, qualifications, term of office, how appointed; members for Alberta; general and special functions of Senate.

Organization of Commons.—Government and appointees—the Speaker, the Premier and Cabinet. Departments of Administration; Trade and Commerce, Militia and Defence, Finance, Customs, Inland Revenue, Marine and Fisheries, Interior, Justice, Postmaster-General, Public Works, Railways and Canals, Secretary of State, Labor, Solicitor-General, Ministers without portfolio.

Legislation.—Studied as under Provincial Government.

Sources of Revenue.—Taxation, Customs Duties, Inland Revenue, Royalties.

The Governor-General.—Appointment, term of office, maintenance, relation to cabinet, etc., studied as under Provincial Government

The Courts of Law.—General function of the courts of law. Courts, Magistrates, Justices of the Peace, District and Supreme Courts, etc.

Trial by jury, bail, pardons, plaintiff and defendant, etc.

The Imperial Parliament.—Made up of Commons, Lords and Sovereign. Explain by comparison; High Commissioner for Canada. Canadians in British House. The Imperial conference.

Forms of National Government.—

Great Britain. A Monarchy—Hereditary, Constitutional. Other examples.

Despotisms—examples.

Republics—examples.

Patriarchal Governments.

Public Meetings.—Simple rules of order for conducting of public meetings in relation to clubs, sports, etc.

COMPOSITION.

The various forms of expressive and communicative activity are based alike on impressions received through eye, ear, and other sense organs. Whether the form of expression be instinctive movement, gesture, pictures, speech, or written language, the indispensable basis for every act is in the first instance, clear and definite sense-impression. But one sense organ alone usually affords but a partial knowledge of an external object or situation; hence, there is, imperative need of co-ordinate impressions through sight, sound, touch or whatever other senses bring us ideas of anything in the outside world.

Thus, giving free play, progressively, to the various forms of utterance, from simple movements or inarticulate sound upward, we get, at length, the substance or content of language. Without this all-round sense basis, language would begin merely as meaningless symbols. But with this, the symbols soon associate themselves with the proper experience, and thus become adequate means of response to the experience.

Thus we get the substance of language expression. For example, even a preposition, as "for" falls naturally into place as a concrete language instrument, as soon as the learner has had a clear experience

of, *e.g.*, "milk" and "pussy" in a certain relation to each other. This is the substance: the form of language expression is a matter of social convention, and is governed by the demands of directness, force and beauty. It is not hard to see, then, what should be the relation, in language teaching, between these two phases, the substance and the form: the latter should proceed in a column, parallel, so to speak, with the former, but always a little behind. No principles of form, or grammar, should be taught, at least in the first six grades, the need and occasion for which have not been developed in the practical substance work, or composition. Let the child realize through carefully guided every-day exercise, the use and relation of the language symbols; first through ear, in conversation and story; next, through eye and hand, in reading and writing; and finally through judgment of the value of words and word-groups. Thus he learns to generalize through real experience: he learns the principles of form inductively. His own real needs of expression and communication furnish him with opportunities for observation of the function and relation of language forms; he has a living motive for reading and speaking correctly, and for writing letters and exercises; these tasks are not merely school-room drills. And thus, function and relation precede form and structure until, in the higher grades, he can attack the scientific principles of language directly.

To sum up, emphasize oral work throughout. The ear is for a long time the supreme test in language work.

Let the actual situation or experience of the child serve to furnish impressions and expressions for language substances, co-ordinate action, sight, sound, and touch as a basis for the spoken symbol; *do not begin with "make-up" sentences.*

Formulate, little by little, according as usages are realized and appropriated; in this way the much-dreaded rules of grammar may be mastered in great part almost unawares, and they no longer depend on memory alone.

Develop the sense of motive in language work by encouraging the pupils to express themselves freely to each other, by question and answer, story and description; provide for the writing and receiving of "real" letters to and from others at a distance; draw the material from experience in the whole day's work and play.

Finally, while the difficulties of penmanship are being mastered, avoid anything in written work beyond copying or transcription or dictation for the manual process is still exacting the major share of the thought. And, generally, avoid loading the beginner with simultaneous burdens of thought, expression and penmanship.

Grade I.

Conversation between teacher and pupil, and among pupils themselves, about home, toys, games, pets; natural objects such as sun, moon, stars; clouds, wind, weather; trees, flowers, birds, insects; day and night; planting seeds, etc. This serves to determine the child's native stock of language material on entering school.

New Material.—Stories about every-day life, fairy tales, nursery rhymes, child verses; home stories; stories of children of other races and lands and times (with pictures); Indians, Chinese, early settlers, Bible peoples. Teacher tells and afterwards conducts conversation as above.

Pictures.—Well-known child pictures, home scenes; picture suggestive of a story, *e.g.*, "Driving a Pair," in *Alexandra Primer*. Conversation as above about pictures; story based on it.

Further oral exercises about the doll's house, the school garden, clay modelling, simple dramatizing, action songs, and rythmical movements. New words taught through the visual, auditory, motor or other sense experience, thus: such action or relation words as lend, give, sell, raise, carry; longer, shorter, etc.

Beginnings of written work on basis of previous oral work. Sentences by pupils about subjects suggested by teacher written on board by teacher and copied by class; later, subjects only copied by class and original sentences called for, written on board as given, and copied by pupils.

Correct forms in the use of which error is most common, as "there is," "there are," "I saw," etc. Question forms such as "Is there?" "Are there?" "Have I?" "Has he?" developed from corresponding statement forms.

Capital, period, question-mark. Capital for proper names, for the pronoun "I" and the exclamation "O." Exclamation mark.

Grade II.

Oral work: Conversation about every-day incidents; about trades and occupations; about stories and descriptions in Reader; about natural objects and occurrences, *e.g.*, putting forth and falling of leaves, flowering of plants, migration and other habits of birds and common animals; about pictures, suggestive and descriptive, *e.g.*, "Piper and Nutcrackers," "The Eskimo Baby," in *First Reader*.

Free story-telling by pupils to teacher and to one another, using above material; also good stories from prescribed and supplementary readers and other good sources, told or read by teacher. Bible characters, legendary heroes, early settlers, etc. Oral reproduction in conversation exercises.

Written Work: Groups of sentences about single topic. Sentences written in picture scrap-books to accompany each picture pasted at the top of page.

Command and request: correct uses of *lie* and *lay*, *did* and *done*, *saw* and *seen*, in sentences and always in connection with activity denoted.

Simple use of the comma, as in "Close the door, please." Simple abbreviations and contractions; period in the former and apostrophe in the latter and in possessive forms. Simple uses of the hyphen; dates and addresses.

Grade III.

Oral Work: Original stories based on pictures, personal experiences, simple impersonations, *e.g.*, as in "Story of a Drop of Water." Telling a story or describing a scene from different points of view (*cf.*, "Blind Men and the Elephant"). Stories of historical characters; talks about natural scenery, building operations, business and social and domestic activities.

Anticipate paragraph structure by having pupils tell about single topics in a whole story or description. Make use throughout of prescribed and supplementary readers as furnishing models of simplicity and rhythm.

Make use of motor expressions in connection with drawing, song, handwork, to furnish language material; drawing and pasting books with written stories or descriptions to accompany each entry.

Oral descriptions from memory and exercises to develop memory and imagination.

Written exercises following oral materials as above, in which the idea of the paragraph is suggested by grouping of sentences according to topic. Also suggest idea of unity in the sentence.

Letter writing: Form of letters and simplicity and taste in concluding to be emphasized. Addressing of envelope.

Further training in common forms: *rise* and *rose*; *raise* and *raised*; *sit* and *sat*; *a* and *an*, etc.

Type forms of questions, *i.e.*, answered by "yes" or "no"; asking "who?" "which?" etc.; asking "when?" "where?" etc.

Whole subject and predicate as forming the two essential divisions of sentence, but not further analyzed.

Further uses of comma; interrupted quotations.

Grade IV.

Oral work: previous material extended; closer correlation with other school work by insistence on clear and well-sustained answers; simple problems rising out of other work calling for solutions; situations calling for explanation; accounts of activities based on games, farm work, home duties, daily scenes and experiences.

Exercises based on historical incidents and longer narrative. Accounts of field trips in nature study or geography, visits to industrial plants, activities in out-door life, descriptions of travel.

Written exercises following above, and based on similar material; idea of paragraph made more explicit.

Invention: impersonation, *e.g.*, as in the story of "City Mouse and Country Mouse," worked out on outlines suggested in class. Story about a suggested topic. Letters.

Definition of familiar objects after repeated observation of their use; definition of concrete terms. Practice in synonyms and antonyms.

Elements of form: Extending the pupils idea of clearness, force and rhythm in the sentence; easy complete sentences; correct uses of such words as "well" and "good," "fast" and "quick," etc., etc.

Exercises in agreement of subject and verb, without grammatical analysis; correct use and personal pronouns, simple homonyms.

All uses of period, and of question, exclamation and quotation marks; further uses of comma; colon before a series.

Grade V.

Oral practice in material of previous grades. Paragraph extended orally and more clearly defined; connection in the thought of successive sentences in the paragraph. Description after study of object; easy off-hand description.

Written paragraphs of description from topic; series of paragraphs arising from natural divisions of whole subject, *e.g.*, harvesting, building a house, duties of each player on a team. Writing quotations.

Letter-writing: Friendly letters, letters of thanks and acknowledgment; simple business orders; bills and receipts.

Choice of words; arrangement of words and phrases in relation to meaning.

The more common uses of *shall* and *will* and *should* and *would*. Drill on forms in the use of which errors are most common.

The simpler use of the semi-colon.

Grade VI.

Oral work: emphasis on clear, fluent and correct narrative and description based on personal experiences, incidents in history or literature, situations, real or imagined; short exercises with much variety.

Written work: as above, emphasizing the value of unity, sequence and proportion. Exposition of processes and principles in daily experiences. Series of paragraphs arising from natural divisions of whole subject, and showing consequent articulation; as in description of farm operations and industrial activities within experience of pupil. Also frequent exercises in making outlines alone for such composition.

Letters and business forms: informal social letters, mail orders; notes and drafts; advertisements, telegrams, news items.

Value of complex sentence as making main thought prominent. Value of compound sentences as balancing equally important thoughts. Exercises in changing from direct to indirect narration, and the reverse.

Use of auxiliary forms such as *can*, *may*, *must*, *must have*, ("must of" is a common error), *ought*, etc.

Argument: arrangement of material according to principles of unity, coherence, force, proportion. Distinction between argument and exposition. Rules for organized debate.

Study of forensic passages in Readers as well as of good articles and speeches on current questions. Qualities of persuasiveness, force, humor, picturesqueness and vividness observed in good models.

Self-criticism and mutual criticism by appeal to ear (chiefly), to eye, and to judgment (*e.g.*, in argument); no written work accepted for examination until it has been read aloud by the writer or to him by another—the ear is the supreme test.

Distinction between words nearly synonymous. Correction of colloquialisms and provincialisms. Freshness and naive truth of wording, avoidance of hackneyed phrases. Construction of prepositions with other words according to standard idioms, *e.g.*, "different to," "in accordance with," etc.

Much practice in letter-writing, emphasizing directness and conciseness in business letters, and freedom and good taste in informal correspondence. Official salutations and addresses.

All common business forms and abbreviations.

Use of the colon. Practice in the use of all punctuation marks.

Further uses of semi-colon.

Grade VII.

Continued insistence on good oral expression in connection with daily work.

Oral exposition: debates on school and current topics; exercises based on lessons in civics, as, conducting meeting, how public money is raised, departments of administration, etc.

Written work: more inventive exercise. General work in all forms of composition. Attention called to rhetorical value of the simpler

figures of speech; making out plans of story argument in order to make method explicit.

Force of varieties and sentence structure; when to use the complex and when the compound sentence. Care in choice of words and expressions; qualities requisite in the paragraph.

Practice in letter-writing of all kinds.

Force of optative and conditional forms; sequence of tenses.

Double quotation marks, *i.e.*, a quotation within a quotation; italics; drill in all forms commonly involving errors.

Grade VIII.

Oral exercises: more lengthy narrative, well arranged and vivid description, clear exposition.

Study of the principles of narration from good models: chronological sequence, plot development, approach to climax; unity, coherence, balance, emphasis; study of above in prescribed and other literature; original short stories.

More extended or elaborate exposition: unity, coherence, emphasis, factors of clearness; separate explanatory and descriptive accounts of the same object of experience. Good models from prescribed and supplementary readings.

GEOGRAPHY, NATURE STUDY AND AGRICULTURE.

Scope.—Geography teaching is the channel through which the pupil gets a knowledge of the world far away and near, including the earth itself (taking account of land, water and the air), animate and inanimate nature, man and his activities and the elementary aspects of his political organization. In general geography is the natural science subject of the public school.

Geography and Nature Study.—A difference is sometimes made between geography and nature study on the basis of one being a formal body of organized knowledge of general character on the one hand and of the other being concerned with incidental, local and perhaps minute nature on the other hand, or of one being essentially a study and the other a method. As the materials of both subjects for the earlier years of school, however, are common and cannot with advantage be separated, and as the close observation method is appropriate to both, the subjects are combined during the first half of the public school period.

Formal Geography and Agriculture.—In the fifth year the geography becomes more formal and takes account of larger physical, commercial, and political relations for the remainder of the course. The institution of the school garden is made a part of the nature-study work in the fifth and sixth grades, and is accessory to the definite elementary soil and plant science of the seventh and eighth grades. The term agriculture might just as suitably be horticulture. The work in agriculture is not intended to be specially vocational and may serve the home-maker or gardener in town equally with the person living and working in the country and give valuable science training to both.

In the organization of Rural Schools it may be convenient to give a manual training aspect to the course in the Grades VII and VIII as suggested under the Course in Manual Training.

Method.—The combination of geography with nature study is one way of emphasizing the field method of instruction. While formal geography involves large prospection on the part of the pupil, there is much material belonging to the first four years of the course in both subjects, and to all of the nature-study and agriculture, that is wholly suited to field and laboratory methods. Adequate treatment of the course demands much out-door teaching. The general aim of the teacher in relation to the nature-study side is the awakening of interest by the encouragement of observation, and in relation to the agricultural side is to develop a recognition of use on the basis of understanding. As agriculture is an applied science understanding should be secured by experiments with soils and plants in the schoolroom, school garden, home garden and farm.

In the teaching of geography, other than local, liberal use should be made of literature, pictures, etc., relating to travels, natural features, and the habits and activities of people in other lands.

Industrial Studies.—The course should not be looked upon as inflexible or exhaustive. It should be modified or expanded to take account of conditions and activities in different parts of the province or in cities as distinguished from the country.

GEOGRAPHY AND NATURE STUDY.

Grade I.

Direction and Time.—Direction as ascertained from the position of the sun at morning, mid-day and evening. Cardinal points. Use of terms day and night, morning and evening, forenoon and afternoon, mid-day and mid-night.

Weather Observations.—Kind of day—hot, cold, cloudy, sunny, rain, snow, mist, fog, hail, etc.

Plants.—Picking and arranging of boquets of wild and cultivated flowers for schoolroom decoration. Recognition of two varieties each of cultivated and wild flowers from sweet pea, pansy, nasturtium, poppy, golden rod, aster, crocus, anemone, violet, and one variety of tree from poplar, cottonwood and Manitoba maple.

Animals.—Movements of animals. Lists on basis of characteristic movement from observation of robin, pigeon, hawk, duck, goose, fish, horse, coyote, rabbit, etc. Recognition of robin, sparrow, pigeon and blackbird.

Grade II.

Direction and Time.—Fixing the direction of places in relation to the school. Teaching semi-cardinal points and local application. Direction of roads, streets, rivers, streams or other local features.

Time.—General idea of the measurement of time from the position of the sun at noon. Clock reading.

Weather.—Continuation of observations of weather daily, also direction of winds and storms. Records by teacher. Idea of prevailing winds from weather records. The seasons and seasonal activities. Winds, calm, breeze, gale, hurricane, storm.

Plants.—Learning of the parts of plants from the varieties observed in Grade I, root, stem, leaves, flower and fruit, also the parts of trees. Recognition of varieties extended and the observation of places in which they are to be found.

Animals.—Habits of animals. Changes in coat, and migration and disappearance of animals with change of season. Food and homes of animals, robin, coyote, etc. Concrete study of habits—nesting, feeding, etc., of one common bird.

Grade III.

Map Work and Conventional Direction on Maps.—Map of school room and school grounds. Position of objects in school room and of school on school grounds. Extension of map to include neighboring streets and roads, other buildings, land and water features, etc.

Weather.—Observations continued. Individual records of weather conditions.

Vapor Phenomena.—Clouds, rain, fog, mist, dew sleet, snow, hail, ice. Simple observations of the foregoing phenomena.

Forms of Land and Water.—Such of the following as are found locally: lake, pond, slough, bay, creek, river, strait, island, peninsula, isthmus, coulee, bench and bottom lands, cutbank, butte, hill, mountain, valley, pass, base, peak, plateau, cliff, promontory etc. Field work necessary.

Plants.—Study of plants in relation to habitat, dry and wet places, in water, in sunlight, in shade. Field work necessary. Further recognition of varieties of trees. Shrubs—Saskatoon, Raspberry, Gooseberry, Blackberry, Black Currant. Trees in relation to habitat: Cottonwood, Poplar, Spruce, Willow, Jack Pine, evergreen and deciduous trees. Field observations.

Animals.—Animal study of adaptation of animals for characteristic movements and food securing. Concrete study of the habits in home making, feeding, etc., of the rabbit or gopher. Recognition of other varieties of birds according to locality and season: Snowflake, chickadee, English and song sparrow, woodpecker, Canada jay (whiskey jack), mallard and teal, prairie chicken and ruffed grouse, muskrat, jackrabbit, squirrel, chipmunk and kit fox.

Grade IV.

Forms of Land and Water.—Complete study of forms of land and water named for Grade III. accompanied by field work where possible.

Map Work.—Extension of map work to take account of school district and municipality.

The Earth as a Whole.—Shape. Great land and water divisions. Names of continents and oceans. Comparison as to position, size and shape. The globe and the map of the world.

Rotation.—Axis and poles. Equator. Cause of day and night.

Revolution.—Course about the sun. The north star. Torrid, temperature and frigid zones. Characteristic plant life of the different zones. The seasons and their causes. Characteristic races of the human family in the different zones and their activities generally.

Plants.—Review of parts of plants, simple uses of parts in plant economy, anchor function of root, support by stem, fruit from flower, etc. Recognition of plants extended to include silver weed, milk vetch, wild bergamot, shooting star, everlasting, pea, and shrubs; wild rose, honeysuckle, cranberry and choke cherry. Plant records.

Animals.—Recognition extended to include garter snake, rattle-snake, bat, toad, frog, bee, wasp, butterfly, dragon fly, grasshopper, beetle, mosquito and fly. Birds: recorded lists of all-the-year-round birds, winter visitors and summer visitors. Records of first appearance and of disappearance of migrates.

NATURE STUDY.

Grade V.

Plants.—General economy of plants in the support of man and animals. List on basis of different uses. Plants studied as to parts used: beet, turnip, carrot, potato, etc. Fruits: apples, plum, cherry, berries. Grain: grasses and clovers. Trees: hard and soft wood.

The School Garden.—Class or group allotment of work in growing of common vegetables in pupil's plot. Preparation of seed bed, planting, care, harvesting and economic disposal of products. General demonstration plot under direction of teacher. Good and poor preparation, care, etc. Comparison of results. Decoration: flower pots, borders, shrubs, tree planting and care of grounds. Encouragement of home gardening and plant growing.

Animals.—Study where possible habits of animals not inimical to men: deer, antelope, moose, chicken, grouse, duck, etc. Their conservation. Birds as destroyers of insects and weed seeds: robin, swallow, redpole, snowflake, etc. Metamorphosis of frog, moth and butterfly.

Grade VI.

Plants.—Examination and making of list of known trees, shrubs, and plants related to the area selected for close physiographic study in Grade V. Teaching of annual, biennial and perennial habits of plants from spring grains, nasturtiums, replanted turnip or carrot, timothy, alfalfa, currant, etc. Definition of weed. Illustration. Recognition of a few common weeds.

School Garden.—Class allotment of work in pupil's plots. Elaboration of plot plans and choice of things grown by pupil. Elaboration of design in form and color for decoration. Planting, care and harvesting and economical disposal of products as in Grade V. Care of plants for school room decoration. Planting of trees and care of grounds.

Animals.—Examination and making of lists of known animals, birds and insects related to the area selected for close physiographic study in Grade V. Conservation: combatting of destructive forms in animals—coyote, wolf, bear, gopher, mouse, cowbird, cutworm, wireworm, potato bug, beetle, plant louse, etc.

AGRICULTURE.

Grade VII.

The Soil.—The home of the plant. Subsoil. Origin of soil. Classification of soils. Properties of soils. Color, weight, texture, moisture-holding capacity, adhesiveness, temperature. Studies to be concrete by use of samples, school garden and field work.

The Plant.—Conditions of germination—heat, air and moisture. Conditions of growth—heat, air, moisture, light and drainage. Experi-

ment and observation in the school room, school garden and neighborhood with respect to the influence of different conditions of light, heat and moisture. Plant feeding, transpiration, etc.

Grade VIII.

The Soil.—Cultivation—seed bed, seeding, cultivation for admission of air and for receiving and retaining moisture, destruction of weeds, etc. Drainage. Irrigation. Soil depletion and restoration. Principles taught through practice and observation in growing school plants, in work of school and in field crops.

The Plants.—The practice of growing representative kinds of roots, vegetables, bulbs, cereals, flowers in pots, school garden and home garden. Small fruits. Fruit and shade trees. Shelter belts. Recognition and effective destruction of common local weeds. Methods of propagation of plants—seed, stem-cutting, root-cutting, suckers, runners, and tubers.

GEOGRAPHY.

Grade V.

North America.—Study of North America as to position, shape and size, structure, continental elevations and basins, position in relation to zones, general climate, products, people and activities. Maps. Peoples occupying continent. Tracing of International Boundary.

Canada.—Thorough study of surface features of Canada, elevations, drainage systems; general climatic conditions, and climatic divisions; people; industries; surplus products and additional needs. Exports, imports, centres, trade routes within the Dominion, with greater emphasis on Alberta. Maps.

Review of history relating to establishment and growth of Dominion by organization of provinces. Provincial capitals, maps. Plan of government.

United States.—Comparison of general climate with that of Canada. Study of productions and industries of state groups: Atlantic States, north, middle and south; north and south Mississippi states, plateau states; Pacific states. Exports and imports, great centres, transportation routes, nature of exchange with Canada. Dependencies, names only.

Mexico and Central America.—Surface, climate and products treated briefly. Winds, currents and tides.

South America.—Comparison with North America as to size, shape, location in relation to zone, climate, productions, people and activities. Relations with North America in exchange. Trade centres and exchange routes. Maps.

Local Physiography.—Close study by field work, map study and map construction of stream or river as to source, direction and destination, drainage area, character of banks, right and left, soil, subsoil, abundance or scarcity of vegetation. Description.

Grade VI.

Europe.—Comparison of Europe as to position, size, and structure with western continents; structural relation to British Isles. Important countries: products, peoples and their activities. Maps.

British Isles.—Thorough study of surface features, climate, products, people and activities of the British Isles. British commercial supremacy, how established. British industrialism, manufacturing, manufacturing centres, centres of special industries. Agriculture, the live stock farm of the world. Trade, nature and scope of exchange, trade statistics. Maps.

Asia.—Size and structure, comparison with western hemisphere: climate, products, activities, trade, important countries, great centres, exports and imports.

Africa.—Similar study to that relating to Asia.

Australasia.—Similar study to that relating to Asia.

Climate.—Causes affecting climate. Illustrated from all the countries of the world.

Grade VII.

British Possessions.—Careful map construction. comparative study of area, resources, population, characteristic activities, nature and extent of trade among the great colonies. Nature of exchange with Great Britain. Strategic possessions. Political relation of the colonies to the Imperial Government.

Alberta.—Close study of structure, surface features, drainage, natural resources, industries and trade of Alberta. Special climate study. The chinook. Chief cities. Water, rail and train routes. System of survey. Maps. Intensive study of the work of the rancher, miner, trapper and fur trader. Industrial transformations.

Vapor Phenomena.—Teaching of causes of clouds, rain, mist, fog, dew, snow, hail, sleet, etc., by careful experiment and demonstration when possible.

Grade VIII.

Review of geography of the countries of the world, with special reference to exchange as the outcome of characteristic resources and activities. Simple plan of government in type, states or countries.

Trade routes of the world. Careful map construction.

Latitude, Longitude and Time.

DRAWING.

Scope and Purpose.—The work includes object, illustrative and nature drawing, drawing to scale, lettering, color study and color work, and the study of art works. The object of the course is to develop a capacity to use drawing as a common means of expressing ideas in masses, lines and colors; to increase the capacity of the pupils for the enjoyment of art and of nature through art; and to develop taste and accuracy in industrial work. The work may appeal to talent but should be valuable to all pupils on general grounds. It should be an expression of daily experience whether from casual observation, directed attention, incidents in daily life at home or at school, or from studies.

The Course.—While all drawing resolves itself ultimately into representation, for convenience in teaching by organized progression, the subject is dealt with under representation, decoration, color and construction, the last named subject having relation principally to the

need of correlating drawing and the constructive or industrial work of the two upper grades of the school. Decoration is an application of representation through the conventional employment of types used in object drawing. While color is made a separate topic and formal elementary lessons in color seem necessary, it is expected that the subject of color study will progress step by step with the work of representation and it should be studied with a view to progressive application of this work.

Progression in Art Study.—There is no wide difference in the character of the work or in the educational results secured in the teaching of art in various grades of the public school, apart from the utility aspect of the subject as an aid to manual or industrial work in the upper grades. There is, however, a difference with respect to the application of principles to practice in the upper half of the school period in contrast to the work of the lower half, and some difference in respect to freedom in the matter of allowing for individual choice.

In the main, the office of the teacher in the lower grades is to arouse interest in the pupil in using the crayon or brush as a means of expression, coupled with the securing of manual facility and the recognition and appreciation of color. In the fifth grade the formal principles of perspective, light and shade, and compositions are introduced, outdoor sketching is carried on, and greater complexity involved in the color work in relation to representation and decoration. In the upper grades considerable elaboration in decoration and design is expected; considerable progress should likewise be observed in the art quality of pupil's work. The employment of scale and plan work is made a part of the course for the last two years for the sake of those who do not secure this training in manual training departments.

Materials.—The materials and utensils employed are as follows:—The blackboard for free arm exercises, rough paper, drawing books in white and colored papers (not less than ten by twelve inches), and sketching pads about six by eight inches. Soft crayons (other than wax), and including charcoal, are required for the first two years' work. H.B. pencils for all grades. A No. 6 (Reeves & Sons') brush is the most generally useful for all grades, with a No. 4 added for the upper grades. Color boxes in four colors for the first four grades and in six colors for the four upper grades, with a tube of white for use with colored papers added, will be sufficient. Reeves and Sons' (Dalston, London, Eng.), materials in brushes, color boxes and papers are recommended throughout on account of their superior quality and low cost.

For teachers' use, the course of the Prang Series of Text Books in Art Education will be found in close relation to the course, the numbers running parallel with the numbers of the grades, but with text book No. 7 answering to both grades VII and VIII. Suggestions for illustrative drawing may be found in various primers such as the Aldine (Newson & Sons, N.Y.), Step by Step (Ginn & Co., N.Y.), and the Sunbonnet Babies (Rand, McNally & Co., Chicago).

Grade I.

Representation.—Illustrative Drawings; free illustration related to the child's experience and to stories. Common objects, such as fruits, in line and mass. Simple landscape. Object drawing. The sphere and cylinder.

Decoration.—Border using for repetition geometric figures, square, circle, etc., and simple conventionalized, natural forms, booklet, valentine.

Color.—Study of standard colors. Use in design and in representation.

Grade II.

Representation.—Illustrative Drawing: Suitable for class and season of the year. Object drawing: Common objects in line and mass. The hemisphere. Memory drawing: Common objects, simple landscape. Picture study.

Decoration.—Easy patterns using geometric figures and conventionalized natural forms as units of design. Christmas booklet or card. Simple lettering.

Color.—Study of six standard colors. Flat washes in ink and color. Application to design and representation.

Grade III.

Representation.—Illustrative drawing: As in second year. Object Drawing: Common objects, fruits, vegetables, and leaves. The cube. Simple memory drawing; animals in mass. Games. Simple landscape.

Decoration.—Conventionalizing in simple natural form. Use in decoration of hand work. Simple lettering.

Color.—Review color work of second year. Color schemes from nature used in design.

Grade IV.

Representation.—Illustrative Drawing: Exercises in composition in line and in mass. Object Drawing: Trees, groups of leaves or fruit, animals. Use of type forms, the cube, cylinder and sphere in their application to object drawing and for the study of light, shade, and perspective. Landscape. Memory Drawing: Objects mentioned above. Picture study and life of artist.

Decoration.—Continue conventionalism of natural forms. Decoration of hand work. Lettering.

Color.—Complimentary colors. Effects of different combinations of color.

Grade V.

Representation.—Illustrative Drawing: Related to other school subjects. Continue studies in composition in line, values and color. Continue study of perspective from outdoor and indoor examples, and by the collection of sketches illustrating its rules. Memory drawing.

Sketching from Window.—Quick sketches of animals. Flowers and fruits in pure color and from direct handling. Picture study and life of artist.

Decoration.—Simple historic ornament of Egypt. Book cover. Calendar.

Color.—Review. Neutral values of colors.

Grade VI

Representation.—Illustrative Drawing: As in fifth year. Rules of perspective illustrated. Memory drawing. Sketching of door in various positions. Landscape. Picture study and life of artist.

Decoration.—Simple historic ornament of Greece. Decoration of border. Simple surface pattern.

Colors.—Review former color work. Greyed colors.

Grade VII.

Representation.—Representation of objects as in sixth grade. Illustrative Drawing; as in fifth and sixth grades. Memory drawing; as in fifth and sixth grades. Sketching; as in fifth and sixth grades, and furniture sketching.

Decoration.—Simple historic ornament of Rome. Surface patterns from conventionalized natural forms. Individual work.

Color.—Review color. Make scales in full, neutral and greyed colors.

Construction.—Working drawings.

Grade VIII.

Review of historic ornaments of previous years. Continue each line of study with more attention to the underlying principles of beauty. More difficult working drawings. Pupils should work more independently, choosing and arranging models, selecting good compositions in outdoor work, and illustrating from a broader field. Criticism of work.

GEOMETRY.

Grade VIII.

A course in Practical Geometry intended to train the pupil in accuracy in drawing lines of required length, in measuring lines, in constructing angle of given magnitude, in measuring angles that are constructed, and in the construction of geometric figures generally.

The year's work will provide an excellent foundation for the courses in Theoretical Geometry for the higher grades.

Instruments required: a ruler, a pair of compasses, a protractor, a pair of dividers and a set square.

Outline geometrical elements: Construction of triangles; equality of triangles; bisection of lines and angles; perpendiculars; theorems respecting the angles of a triangle; parallel lines; parallelograms, rectangles and squares; relation in area between parallelograms and triangles; squares on the sides of a right angled triangle; the circle, its symmetry; tangents, finding centre of a circle; tangents to circles, and circles touching one another; angles in a circle; relation between segments of intersecting chords; triangles in and about circles; circles in and about squares; squares and circles in and about circles and squares; regular polygons; similar triangles.

MANUAL TRAINING, HOUSEHOLD SCIENCE AND ARTS.

Scope and Aim.—The course includes stick laying, paper cutting, paper folding, cardboard construction, raffia and reed work and mechanical drawing; sewing and cooking, home nursing and the care of the home. The gardening and agriculture of the four upper grades of the school in rural districts have manual and industrial significance and bear upon occupational environment in a manner similar to the bench work of the town and city schools. While a definite course is set forth, it should be understood as being subject to suitable modifications to reflect local needs and conditions.

The object of the work is to give a new channel for the expression of ideas; to give hand and eye training; to develop constructive impulses, judgment, accuracy, resource, patience, industry and a sense

of symmetry, proportion and beauty by the artistic production of common things, to give respect for manual pursuits and encourage industrial efficiency.

Materials.—The following materials are required for the hand work below Grade VII: (1) sticks of varying length from one to three inches being the standard lengths; (2) paper in sheets to be cut into squares 4 to 6 inches, and of various colors for the two lowest grades, cover paper and cardboard for the three grades following, weaving mats of size 5 by 5 and 5 by 7, with quarter inch slits; (3) raffia; (4) reeds in sizes varying from 00 to 5, No's. 1 to 3 being in most common use; (5) clay and plasticine; (6) wood for bench work. Nature reeds for coarse basketry are available in some parts of the province. Prepared terra-cotta or grey-clay is the most suitable for modelling work. In some parts of the province native clay is found which is entirely suitable. Plasticine is cleaner to work with, but is used over and over again. Individual supply is necessary. The use of cheap clay permits the preservation of models. In clay or plasticine work oil cloth sheets, wrapping paper or modelling board 12 by 14 is necessary to save the desks. The utensils required for the modelling are simple, consisting of water tin or saucer, wire clay cutter, and small wooden tool with chisel edge at one end and saw edge at the other. Of the woods for bench work, pine and basswood are best suited to the first year; fir, oak and maple for the second year.

Individual Benches and Tools.—A satisfactory bench is 40 by 20 inches in length and is about 30 inches high, or it can be made adjustable. It should have a shelf the same size as the bench about a foot from the floor and a rack at the back to hold the following tools: back-saw, square, scribe, screw driver, gauge, three chisels (1 inch, $\frac{1}{2}$ inch, and $\frac{1}{4}$ inch). Each bench should be supplied with a hammer, steel rule, mallet, bench hook, fore-plane and brush. The bench should have an end constructed of glued inch strips. Twenty benches will be a sufficient equipment for an ordinary class room.

General Tool Equipment.—In addition to individual tool equipment a manual training room of the the size mentioned above should have the following equipment for common use: one foot power grindstone; three rip-saws; three cross-cut saws; two coping saws; three smoothing planes; one brace and set of bits; two countersinks; two oilcans; six gouges ($\frac{1}{2}$ inch, $\frac{3}{4}$ inch, $\frac{7}{8}$ inch); six mortice chisels ($\frac{1}{4}$ inch, $\frac{3}{8}$ inch, and $\frac{1}{2}$ inch); six iron spokeshaves; three cabinet scrapers, two 8 inch steel dividers; one blackboard compass; three varnish brushes; three oil stones; three slips for gouges; one rafter square; six bevels; three nail sets; three flat files; one mitre block; four 30 inch iron clamps; four hand wooden clamps; one matching plane.

Recommended Text-Books for Use of Teachers.

Coiled Basketry. M. Swannell—Geo. Philip & Son, 32 Fleet Street London, England.

Raffia Work. M. Swannell—Geo. Philip & Son, 32 Fleet Street, London, England.

Educational Handwork, with Supplement. T. B. Kidner—Educational Book Co., Ltd., Toronto, Ont.

Hand Loom Weaving. Mattie Philips Todd—Rand, McNally & Co., Chicago.

- How to Make Baskets. Marey White—Doubleday, Page & Co., New York.
- Practical and Artistic Basketry. Laura Rollins Tinsley—E. L. Kellogg & Co., Chicago.
- Progressive Lessons in Needlework. Catharine F. Johnson—D. C. Heath & Co., Boston.
- Plastic Methods for Plastic Minds.
- Harbutt's Plastic Method. Mr. and Mrs. Harbutt. Chapman & Hall, London.—Domestic Science Reference.

MANUAL TRAINING—CITY AND TOWN SCHOOLS.

Folding and Cutting Work in Paper.—Construction of very simple articles, including use of adhesives. Making conventional and nature borders for rooms. Story and rhyme illustration and mounting of same.

Clay or Plasticine.—In relation to number work, drawing and story-telling connected intimately with home life.

Weaving.—Simple patterns in colored papers.

Stick Laying.—For form, color and number work.

Grade II.

Cutting and Construction.—Booklets, simple forms in flat, with easy cover design. Suites of dolls' furniture from light cover paper, based on folding to sixteen squares. Borders and illustrated stories.

Clay and Plasticine.—Extension of Grade I, modelling objects similar in form to type solids. Simple nature work.

Raffia.—Braiding and sewing into mats, hats, baskets, etc. Ser-viette rings.

Weaving.—Beginnings of textiles on cardboard looms, wristlets, dolls' articles.

Grade III.

Cardboard Construction.—Introduction of the rule as a scale with divisions as low as quarter inches. Measuring and drawing upon cardboard squares or oblongs. Boxes, wall pockets, trays, baskets, pasting, lacing or tying. Decorating.

Clay or Plasticine.—Hollow representations of household and familiar articles. Nature forms with more attention to surface details. Relief design. Free modelling.

Raffia and Reed.—Combined use in mats. Concentric design only.

Weaving.—Simple construction of textile articles on cardboard or wooden framed looms: caps, bags, rugs, etc.

Grade IV.

Cardboard Construction.—Simple geometrical drawing of developments using triangle and compasses, natural and half-size scales, importance of development in industrial life—tailoring, tinsmithing, sheet metal cornices, etc. Beginning of principles of design applied to articles made.

Clay and Plasticine.—Sections of fruit, etc. Simple studies in relief. Animals from pose or picture in relation to Geography and History. Free modelling.

Reed and Raffia.—Winding in colors to produce radial designs. Lazy squaw stitch only. History of raw material used.

Grade V.

Advanced Cardboard Works.—Construction in heavy bristol or mill-board (old show boxes). Covering and binding boxes, trays, folios, blotting pads, etc., with marble papers, end papers and binding linen. Relation to industry and history of materials used.

Reed and Raffia.—Varieties of stitches, as Peruvian, West African, Nigerian, Samoan, Fuegian and Pinan, reed basketry. Raffia knotting.

Clay or Plasticine.—In this and more advanced grades—used as an aid in Geography and Art. Free modelling.

*Grade VI.**Boys.*

Simple processes in the accepted industrial methods. Designing and tooling small mats and purses.

Basketry.—Waste paper baskets and larger articles from reed and rush where procurable.

Bench Work.—Introductory topical study of forest areas. Classes of timber. Drawing to scale.

*Grade VII.**Boys.*

Benchwork in wood, drawings, plan and elevations. Reading blue prints; materials; wood growth, distribution of Canada's forests. History of lumbering processes. Some methods of seasoning. Some faults and defects of timber. Tools: uses, care and sharpening. Operations: course of joinery (six months), to master tool processes. Class teaching largely, developing later in the year into individual projects and personal instruction.

*Grade VIII.**Boys.*

Benchwork in wood, and wood combination with other materials. Reviews and added materials on wood structure. Quarter and radial cuts. Comparative strength of wood under differing dimensions and conditions. Faults and defects. Seasoning. Theory of nails, screws, bolts, glue, etc. Computation of raw stock and cost. Finishing, communal work for school or philanthropical purposes. Operations, furniture, simple upholstery, caning, sheet metal trimmings.

Rural Schools.

The rise of manual training as a school interest has come primarily from the need of balancing up the work of the city schools by some kind of motor exercise and training, and such courses as have been adopted relate chiefly to urban schools. It would appear desirable to give recognition to this type of training in all schools. The general training, however, of the country pupil in judgment and practical resource from outdoor occupation makes an elaborate course unnecessary while the limitations of the one-teacher school make the carrying out of an elaborate course impossible. Of the various courses in stick-work, paper and cardboard, weaving and basketry, and modelling, stick-work is applicable to both country and city schools, and of the other

single courses suitable for country schools, clay modelling is to be preferred by reason of its art rather than manual significance and on account of the simplicity of its material. One course is perhaps sufficient for the rural schools but freedom in the choice of courses is both desirable and necessary in relation to the taste and training of teachers. In the upper half of the school the school gardening and plant and soil science have a common value to the sexes and have an industrial bearing, but needlework may be introduced for the girls and a single bench and tool equipment for boys at the option of school boards. With teachers trained as at present it is clear, however, that success in both of these cannot be expected and the sex of the teacher would determine which one would succeed.

Single Bench Equipment for Country Schools.

Simple bench with vise, tools, cross-cut and rip saw, hack-saw, foreplane, chisels, $\frac{1}{4}$ inch, $\frac{1}{2}$ inch and one inch; gouge, $\frac{1}{2}$ inch; rule, square, bevel, gauge, brace and bits, coping saw, hammer, mallet, screw driver, rasp, flat file, and saw file.

Course—Grades I and II.

Stick-laying.—(Grade I only.)

Clay Modelling.—Natural and common objects based on the sphere and cube taken in relation to drawing, number work, and nature study—ball, apple, cherry, cube, domino, leaf forms. Free modelling.

Or Paper Work.—Illustrative paper cutting related to drawing, nature work and story-telling. Use of adhesives for mounting. Elementary design.

Grades III and IV.

Clay Modelling.—Natural forms—fruit, vegetables, leaves, etc. Common objects—solid and hollow representation of cup, vase, flower pot, etc. Work in relation to Geography. Free modelling.

Or Cardboard Work.—Heavy paper or thin cardboard used in the construction of boxes, wall pockets, geometrical solids. Simple decoration. Design. Use of the rule to quarter and eighths.

Grades V and VI.

Clay Modelling.—Natural Forms—leaves, twigs, sections of fruit. Annual studies. Common objects—shoe, glove, etc. Relief maps.

Or Cardboard Work.—Heavy millboard or bristol paper used in the construction of boxes, trays, blotting pads, etc. Paper and linen bindings. Principles of design. Use of the compasses and set square.

Grades VII and VIII.

Agriculture and School Garden; or bench work and needlework adapted from course for town and city schools.

HOUSEHOLD SCIENCE AND ARTS.

Grade VI.

Girls.

Sewing.—Preliminary Lesson.—Correct position of body. Necessary equipment. Proper handling. Practical work. Threading needle.

making knots, using the thimble; illustration of warp and woof threads in cloth.

Simple stitches.—Basting, stitching, running, overcasting, gathering, hemming, stitches applied to sewing bag and tea towels.

Ornamental Stitches.—Outline stitch, catch stitch, feather stitching, hem stitching, blanket stitch. Stitching applied to dish towels, needle book, pillow cases, sheets and blankets for a doll's bed.

Seams.—Plain, fell and French.

Bands.—Review gathering, stroking, applied to bands put on in different ways.

Buttonholes.—Buttonhole stitch form, making different buttonholes, sewing on buttons applied to sewing apron.

Grade VII.

Girls.

Patching.—Overhand patch, hemmed patch.

Darning.—Stockinet, cashmere, table linen.

Hems.—Turning different hems on paper, mitering and cutting out a square corner. Applied to doily and table napkin.

Patterns (bought).—Method of cutting, measurements, method of putting together. Applied to underwaist and kimona.

Finishing Garments.—Gusset, plaket, sewing on lace, sewing on hooks and eyes.

COOKING.

Preliminary Lesson—

(a) Personal appearance when at work.

(b) Dish washing, care of cooking utensils.

(c) Building a fire.

(d) Getting acquainted with kitchen.

Practical work—Measuring.

Study of Starch—

(1) Potatoes—Composition and use in body; methods of cooking. Practical work. Baked, mashed and creamed potatoes, white sauce.

(2) *Cereals.*—Source and composition, manufacture, methods of cooking.

Practical work: oatmeal, cornmeal, cream of wheat.

(3) *Prepared Starchy Foods.*—Starch as a powder, starches as a source of energy.

Practical work: corn starch mould, tapioca pudding.

Study of Sugar—

(1) *Sugar.*—Source and manufacture, value to body.

Practical work: Candy.

(2) *Sugary Vegetables.*—Structure and composition; value to body of cooked and raw vegetables. Method of cooking.

Practical work: creamed cabbage, stewed onions, mashed turnips, cauliflower.

(3) *Salad Plants.*—Value to body. Method of cooking; kinds and uses of salads.

Practical work: salads of lettuce, celery, tomatoes, salad dressing.

Study of Protein.—Study of animal foods, tissue building foods, effect of heat on protein.

(1) *Eggs*.—Composition and value to body; effect of heat.

Practical work: poached, boiled, scrambled, omelet.

(2) *Milk*.—Composition, care, effect of heat, value to body.

Practical work: junket, coffee, cocoa, milk soups, cottage cheese.

(3) *Cheese*.—Manufacture, food value. How to combine a starchy food and a proteid.

Practical work: Macaroni and cheese; cheese fondu; Welsh rare-bit.

Serving a Meal.—Breakfast. Preparation of dining-room, setting table, planning menu, marketing, cooking and serving meal, cleaning up after meal.

Practical work: prepare room, buy supplies, cook and serve meal, wash dishes, clean rooms.

Menu: Fruit, cereal, omelet, toast, coffee.

Grade VIII.

Review different stitches, buttonholes, seams, bands.

Use of the sewing machine and attachments.

Make one set under garments.

Foot stockings.

Mending gloves.

COOKING.—STUDY OF PROTEIDS.—*Continued.*

(1) *Meats*.—Structure and composition, use to body, kinds of meat and principal cuts with relative costs, care of meat, effect of heat.

Practical work: Visit market for cutting demonstration. Cook meat by following methods: broiling, stewing, roasting, making meat soups.

(2) *Beans and Peas*.—Composition and use to the body; effect of heat.

Practical work: Baked beans, creamed peas.

(3) *Fats and Oils*.—Classification; manufacture of butter, value to the body, use as shortening.

Practical work: comparison in use of suet and lard, frying potatoes.

(4) *Use of Left-overs*.—Review foods and methods of cooking.

Practical work: salads, soup, souffles, escalloped dishes, croquettes.

Study of Lightening Agents.—

(1) Flour mixture classified, making pour batter, oven tests, expansion of air and water in baking.

Practical work: popovers.

(2) *Making Drop Batters*.—Baking powder as leavening agent.

Practical work: muffins.

(3) *Soft Doughs*.

Practical work: baking powder biscuits.

(4) Soda and sour milk or molasses. Effect of acid and alkali, right proportion of each.

Practical work: corn bread, brown bread, gingerbread, griddle cakes.

(5) *Yeast Bread*.—Study of yeast plant, experiments; kinds of flour, methods of mixing and baking.

Practical work: White bread, rolls.

Serving a Meal.—Luncheon.

Practical work: prepare room, buy supplies, cook and serve meal, wash dishes and clean rooms.

Menu—Consomme, meat, croquettes, creamed potatoes, tomato salad, rolls, gingerbread, tea.

Housework.—General care of the house; sweeping carpets, bare floors, matting.

Dusting floors, walls, furniture.

Washing of floors—hardwood, painted, oilcloths, matting.

Washing of windows.

Cleaning of faucets and other metallic substances.

Care of woodwork and furniture. Removal of spots and stains, oiling and polishing hardwood, care of paint.

Bedroom.—Care of room and of closets, airing of room, care of bed and bedding.

Dining Room and Kitchen.—Care of glass, silver, china, linen. Care of stove, sink and garbage pail.

References.

FURNISHING.

The kitchen should be fitted with a table or a series of tables, laid out in a hollow square, with an entrance to each end. It should accommodate twenty pupils. The table is laid out in sections 32 inches wide by 52 inches long, each section providing working space for two pupils. This section provides three drawers, two individual drawers for small utensils, and one common to both pupils, for keeping supplies such as sugar, flour and salt. Each section is also fitted with a cupboard to hold the necessary pots and pans. An individual mixing board which slides in between the top of the table and the drawers, is also provided. The top of each section of the table is fitted with two gas burners and a garbage crock. In the centre of the hollow square is a supply table, which may also be used as a demonstration table for the teacher. The kitchen is also provided with two sinks and an ordinary kitchen range.

Where only a kitchen is provided, as in most public schools, the demonstration table is ordinarily used to illustrate the methods of serving.

EQUIPMENT—INDIVIDUAL.

Utensil Drawer: 1 baker, 3 bowls, 1 popover cup, 1 measuring cup, 1 plate, 1 tin plate, 1 sieve, 1 Dover beater, 1 paring knife, 1 spatula, 1 tablespoon, 2 teaspoons, 1 wooden spoon, 1 fork.

Supply Drawer: 1 flour box, 1 sugar box, 1 salt box, 1 salt shaker, 1 pepper shaker.

Table cupboard: 1 scrub basin, 1 scrub brush, 2 vegetable brushes, 1 meat board, 1 dish pan, 1 draining pan, 2 stewpans with cover, 2 saucepans, 2 frying pans, 1 soap dish, 1 stove plate, 1 tea kettle.

EQUIPMENT—GENERAL.

Teacher's Table: 1 basting spoon, 1 can opener, 1 cork screw, 1 large French knife, 4 small French knives, 1 knife sharpener, 1 pair scissors,

1 package tissue paper, 1 spool thread, 2 wooden spoons, 10 graters, 10 puree sieves.

Glass Door Cupboard: 1 cornstarch jar, 5 lemon squeezers, 1 glass measuring cup, 6 tumblers, scales (4 lbs.), 10 teapots, 6 white crockery cups, 6 plates (10 in.), 10 jugs, 6 bowls, (enamel $3\frac{1}{2}$ inches), 3 bowls (brown, $7\frac{1}{2}$ inches), 3 bowls (yellow, 11 inches), 1 portable oven, 1 crock (for washing soda), 1 dish pan, 1 scrub pan, 1 washboard, 2 blackboard erasers, 1 tea kettle (large), 1 oven thermometer (700 degrees F.), 1 thermometer (reg. 600 degrees F.), 5 thermometers (reg. C. & F.).

Pantry: 2 blankets, 1 ice cream freezer (2 quarts), 20 rolling pins, 10 potato mashers, 20 toasters, 1 pint measure, 1 quart measure, 2 steamer kettles, 1 storage tin for flour, 1 bean pot, 2 round white enamel pudding dishes, 10 pie plates (small), 1 storage tin (for sugar), 1 tray (black japan), 1 meat grinder, 4 baking sheets, 1 dripping pan for meat (enamel), 1 pail for milk (2 quarts), skewers, 6 cake tins (8 in. by 8 in. by 2 in.), 6 bread tins (7 in. by $4\frac{1}{2}$ in. by 3 in.), 4 muffin sets, 1 bread raiser tin (10 quarts, $17\frac{1}{4}$ in.), 4 doz. biscuit cutters, 1 butter crock.

For Cleaning: 1 string mop, 1 broom, 1 oil can, 1 dust pan, 1 stove apron, 1 stove mit, 1 stove brush.

Linen: 15 dish towels ($\frac{3}{4}$ yard), 15 scrub cloths, 15 sink towels, 2 jelly bags, 20 meat cloths, 6 oven cloths, 6 dusters, 6 glass towels, 15 dish cloths.

Furniture—Kitchen: 1 hollow square table, 20 chairs, 2 chairs, 1 coal range, 1 gas range, 1 refrigerator, 2 sink cupboard and drain boards, 1 teacher's table, 1 supply table, 1 glass door cupboard.

On Wall and Floor: 2 asbestos mats, 1 hand basin, 1 clock, 1 coal hod, 1 cup (white enamel), 1 pail, 1 pot scraper, 1 refrigerator pan, 1 scrub brush (for sink), 1 soap dish, 2 towel bars, 1 wastepaper basket, 1 knife board.

Dining Room: 1 table, 8 chairs, 1 side table, $\frac{1}{2}$ doz. teaspoons, $\frac{1}{2}$ doz. forks, $\frac{1}{2}$ doz. dessert spoons, 3 tablespoons, $\frac{1}{2}$ doz. steel knives, 1 carving knife and fork, 1 water jug, 1 vinegar cruet, 1 set dishes (97 pieces), 1 table cloth, 1 silence cloth, 1 doz. table napkins.

PHYSICAL CULTURE AND MILITARY TRAINING.

Scope of the Course.

The course includes class tactics, marching, elementary drill, free gymnastics, kindergarten games, figure marching with dance steps, dumb-bell drill, wand drill, Indian club drill, fire-drill, stationary apparatus work, track and field athletic sports, basket ball, hockey, and other league sports, squad drill, skirmishing, rifle drill and target practice.

Aims of Physical Culture.

The object of the work is to give right physical development and to correct physical defects by attention to movement and to sitting and standing positions; to counteract morbid tendencies by creating a habit of physical activity; to develop a capacity for corporate action by discipline and the practice of prompt obedience; to promote grace of movement; to give muscular development; to teach courtesy; and to afford relaxation from school routine.

Organization of the course.

Physical culture should have a recognized and fixed place on the time-table of school-work, but as one of its aims is to afford relaxation and to bring about better conditions for mental work, considerable elasticity as to the time of having exercises should be allowed. It should be given at such times and to such extent as may seem desirable when it will be a wholesome break in the routine of school work. The duration of a regular exercise lesson should vary from 10 to 30 minutes, according to the age of the pupil. A half hour in solid exercise is rather long, but as time is usually lost in preparation and in moving to and from class room to the place of exercise, half hour periods will probably be found suitable.

While it is to be understood that a change from mental to physical work is a relaxation for the pupil it is not to be supposed that the change means a relaxation of attention but only that the point of attention is changed. The three necessary features to secure satisfactory work in physical exercise are silence, steadiness and precision, and for these attention is indispensable.

The progress of the pupil through the right course in physical training will be marked by a greater complexity as he advances in his course. This will be rather apparent at the beginning of the fifth year, but all the higher phases of work will have a corresponding basis and growth in the four early years. The first four years' work will consist in the main, of what we may call free gymnastics. At the beginning of the fifth grade in town and city schools, where greater elaboration is both necessary and possible by reason of the greater time devoted to the work, light apparatus consisting of dumb-bells, wands and Indian clubs should be introduced. In the last two years a small equipment of fixed apparatus consisting of parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse will be found equally desirable. The difference between the work in city and country school is indicated by alternate sections in the course. In the upper four grades of the school the use of the wands, dumb-bells and clubs applies equally to girls and boys. In the case of girls in the last two years special attention should be given to exercises in deportment and carriage, by figure marching, drills and to the development of sound, active bodies by such games as basket ball. In the case of the boys, the same results will be attained by cadet training, field and athletic sports.

A properly organized system of fire drill should be practised in all town and city schools as a precaution against panic among the children in case of a fire occurring in school during the time school is in session. A circular suggesting the manner of carrying out fire drill can be secured from the Department.

Variation of Work According to Season.

Physical training should be adapted to changes in season. In the junior grades tactics and marching should receive attention in the spring and autumn months, and gymnastic exercises in the winter months. In the higher grades, track and field sports, squad drill, and skirmishing, should be taken out of doors in the autumn, and dumb-bell, wand, apparatus and rifle drill indoors in winter. In the spring, basket ball, baseball and cadet training should be taken out of doors.

Directions for Conducting Physical Exercises.

In order to secure the best results from physical training in schools certain conditions are necessary. In the first place, a temperature that is suitable for pupils while sitting is too warm for them while taking exercise. When the season and weather permit physical exercise should be taken in the open air. When they are taken in the class room the windows should be opened to admit fresh air and to reduce the temperature. Pupils will not suffer from a considerable lowering of temperature, if they are put into active bodily exercise. A temperature above 60 degrees is unsuitable for physical exercises. If pupils cannot be taken outside, an assembly room is preferable to the class room on account of the obstruction to free movement caused by the desks. It is likewise a change of air. Pupils should not be permitted to exercise with wraps or rubbers on. In the case of boys, it is advisable to have them remove their coats. Most pupils are benefited by vigorous physical exercise. Delicate pupils, however, should not be obliged to take more exercise or to exercise more vigorously than they can do easily and pleasurably. Up to the end of the fourth year in the school the same exercises are suited to both sexes. After the fourth grade the sexes may be separated. Much of the benefit of this work is of an incidental character. Close attention should be paid to sitting and standing position of the scholars; lying down in seats should not be permitted. All class tactics particularly those of entering and those of dismissing can be made of great disciplinary importance. Good marching, silence and steadiness should always be insisted upon. Teachers can also do a great deal in encouraging little actions of courtesy, such as raising their caps to ladies, saluting gentlemen acquaintances, closing doors, picking up articles which have fallen, etc. All calisthenic exercises should be made pleasurable to the scholars, particularly in junior rooms, where relaxation is one of the chief ends of this work. Kindergarten games and songs should have a prominent place. The children should be taught a number of good songs to sing as an accompaniment to marching.

Equipment.—The question of equipment is essentially one for town and city schools. In country schools nothing is necessary beyond the provision of jump stands, basket ball goals, football goals and such equipment as is supplied to cadet companies. The following represents the most that should be furnished:—

One vaulting horse, 1 parallel bar, 1 horizontal bar, 1 flying ring, 1 climbing rope, 1 trapeze, 5 mats, 1 springboard, 50 pairs Indian clubs, 50 pairs dumb bells, 50 wands, 1 pair jump standards, 1 vaulting pole, 1 set basket ball goals, 1 set football goals, 1 tug-of-war rope.

Authorized Text.—A syllabus of Physical Culture Exercises for Elementary Schools (Eyre & Spottiswoode), London, Eng.

Reference.—Freehand Gymnastics, Bancroft (Heath).

*Town and City Schools.**Grade I.*

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching in to places in room at hours of assembly.

Elementary Drill.—Boys to lift the cap to ladies and salute gentlemen whom they know when they meet them. The direction right and left, etc.

Marching.—The quick march, halt, marking time, slow march, double march and skipping in time and rhythm to singing or other music.

Gymnastic Exercises.—Set 1: Table 1 to 9 of the Text Book.

Kindergarten Games.—Squirrel, skipping tag, chickadee, observation, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, color games, occupation games, sandman, etc.

Grade II.

Class Tactics.—Tactics continued with greater activity of movement. Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into place in room at assembly hours, method of dismissal.

Elementary Drill.—Boys to lift caps when meeting ladies and to salute gentlemen whom they know. Saluting, covering, standing at ease. Right turn, left turn, about turn, with regard to direction only.

Marching.—Quick march, halt, marking time, slow march, double march and skipping. Regular practice in tune and rhythm to music.

Gymnastic Exercises.—Set II: Tables 10 to 18 of Text Book.

Kindergarten Games.—Squirrel, skipping, tag, chickadee, observation, statue, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, occupation games, color games, sandman, etc.

Grade III.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing. Standing position in the aisles. Taking distance. Method of marching into places in room at assembly hours. Method of dismissal.

Elementary Drill.—Boys to lift the cap when meeting ladies and to salute gentlemen whom they know. Saluting, position of attention, covering, standing at ease and turning with regard to direction only.

Marching.—Accurate marching in tune and unison. Quick march, halt, marking time, slow march, double march, follow step, changing step alternately.

Gymnastic Exercises.—Set III: Tables 19 to 27 of the Text Book.

Games.—See Appendix A of Text Book.

Grade IV.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into places in room at assembly hours, method of dismissal. Accuracy in all class movements required.

Elementary Drill.—Boys to lift the cap when meeting ladies, and to salute gentlemen whom they know. Saluting, position of attention, covering, stand at ease, right turn, left turn, about turn, half right

turn, half left turn, side step, stepping back and about turn, marking time. Careful teaching in this grade forms the foundation of all future work.

Marching.—Quick march, halt, marking time, slow march, double march, skipping, stepping out, stepping short, about turn on the march, follow step, changing step, keeping in step. Regular accurate marching in perfect step in all class movements.

Gymnastic Exercises.—Set IV: Tables 28 to 36 of the Text Book.

Games.—See Appendix A of Text Book.

Grade V.—Girls.

Elementary Military Drill and Marching.—All the fundamental military movements of Grade IV reviewed.

Gymnastic Exercises.—Set V: Tables 37 to 45 of the Text Book. Dumb bell drill, Set 1; Wand drill, Set 1; Indian club drill, Set 1.—Easy sets of eight exercises each, of very elementary work with this apparatus to add variety.

Figure Marching.—Fancy figures such as eights, diagonals, spirals, squares, etc. Columbia drill and flag drills to music.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—All military movements of Grade IV reviewed. Marching in squad. The diagonal march. Changing direction. Marching as in file. Changing, Direction as in file. Forming up into squad from marching as in file.

Skirmishing.—Method of extending and closing, signals and whistle blasts. Practice in working by signal.

Scouting.—Reading camp fire yarns from "Scouting for Boys." Scout games and playing Indian.

Field Sports.—Running broad jump; running hop, step and jump; running high jump; 50 yard dash; 100 yards dash; wheelbarrow race; fatigue race, and relay race in preparation for Sports Day, about October 1st.

Gymnastic Exercises.—Set V: Tables 37 to 45 of Text Book or Dumb bell drill, Set 1—a set of eight very elementary exercises.

Rifle Drill.—Slope arms, present arms and trail arms.

Company Drill.—Proving the company, marching in fours and company column.

Grade VI.—Girls.

Elementary Drill and Marching.—Movements of Grade V reviewed.

Gymnastic Exercises.—Set VI: Tables 46 to 54 of the Text Book. Dumb bell drill, Set II; Wand drill, Set II; Indian club drill, Set II.—Easy sets of eight exercises each, reviewing Set I and adding combinations.

Figure Marching.—Marching of Grade V reviewed.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—Work of Grade V reviewed.

Skirmishing.—Continued practice in moving in obedience to signal.

Scouting.—Reading camp fire yarns, scout games, patrolling in search of information.

Field Sports.—Running broad jump; running hop, step and jump; running high jump; 50 yards dash; 100 yards dash; wheelbarrow race; fatigue race and relay race in preparation for Sports Day about October 1st.

Gymnastic Exercises.—Set IV: Tables 46 to 54 of Text Book, or Dumb bell drill, Set II.

Rifle Drill.—Slope arms, present arms, trail arms and port arms.

Company Drill.—Proving the company, marching in fours and company column. Changing direction.

Grade VII.—Girls.

Elementary Drill and Marching.—Work of previous years reviewed and continued.

Gymnastic Exercises.—Set VII: Tables 55 to 63 of the Text Book. Dumb bell drill, Set III; Wand drill, Set III; Indian club drill, Set III. Easy sets of eight exercises each, introducing more combinations.

Figure Marching.—Columbia drill, lancers and dance step to music.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—Work of previous grades reviewed. Formation of a squad in two ranks, marching in squad and in file, diagonal march. Changing direction and forming up. Formation of fours. Fours changing direction and forming squad.

Skirmishing.—Practical work in obedience to signal. Use of cover, reinforcing. Fire control.

Scouting.—Reading camp fire yarns. Scout games. Semaphore signalling. Scouting for reconnaissance. Formation of a patrol on a road. Patrolling for information.

Field Sports.—Running broad jump; running hop, step and jump; running high jump; cross country run. 50 yards dash, 100 yards dash, 220 yards race, 440 yards race, team race, relay race and tug-of-war, in preparation for Sports Day about October 1st.

League Sports.—Football in the fall, hockey in the winter, and baseball in the spring, in Intermediate School Leagues.

Gymnastic Exercises.—Set VII: Tables 55 to 63 of the Text Book, or Dumb bell drill, Set III, or fixed apparatus exercises—exercises on the parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse.

Rifle Drill.—Manual and firing exercises.

Company and Ceremonial Drill.—In preparation for Cadet Inspection about June 1st.

Grade VIII.—Girls.

Elementary Drill and Marching.—All the elementary drill and marching reviewed.

Gymnastic Exercises.—Set VIII: Tables 64 to 72 of the Text Book. Dumb bell drill, Set IV; Wand drill, Set IV; Indian club drill, Set IV—Simple sets of eight exercises each.

Figure Marching.—Columbia Drill, lancers and dance steps to music.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—All movements of squad drill taught by section commanders.

Skirmishing.—Practical skirmishing under the direction of the section commander in preparation for sham battle on Thanksgiving Day.

Scouting.—Scouting in patrols under the direction of the section commander.

Field Sports.—Running broad jump; running hop, step and jump, running high jump, cross country run, 100 yards dash, 220 yards race, 440 yards race, team race, relay race and tug-of-war, in preparation for Sports Day about October 1st.

League Sports.—Football in the fall, hockey in the winter, and baseball in the spring in Intermediate School League.

Gymnastic Exercises.—Set VIII: Table 64 to 72 of Text Book, or Dumb bell drill, Set IV, or fixed apparatus exercises—exercises on the parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse.

Rifle Drill.—Manual and firing exercises under the direction of half company commanders.

Company and ceremonial drill under the direction of the company commander in preparation for sham battle about June 1st.

Rural and Village Schools.

Owing to the fact that a complete course in Physical Training is perhaps not so necessary in country schools as in city schools, and also that these schools have less time and also less free floor space at their disposal, it will usually be found impossible in country schools to carry out everything set out in the town and city courses. As there are rarely sufficient boys in country schools to form a cadet company, the cadet training will be impracticable, but scouting, skirmishing and target practice might be carried out. Similarly, lack of time and free floor space will make apparatus work impossible. It has been considered advisable to add a Course for Rural Schools, which leaves out these subjects but makes compensation for them by a greater elaboration of games and sports. However, when circumstances permit, as in the larger rural schools or in villages, the complete course should be followed as closely as possible.

In the rural course, the grades have been grouped in pairs to allow of greater economy of time. Teachers will often find it advantageous to take the whole school at once in the parts of the course, which are common to all grades.

Grades I and II.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into places in room at hour of assembly, method of dismissal.

Elementary Drill.—Boys to lift the cap when meeting ladies and to salute gentlemen whom they know. Saluting, covering, standing at ease, right turn, left turn, about turn, with regard to direction only.

Marching.—The quick march, halt, marking time, slow march, double march, and skipping in time and rhythm to singing or other music.

Gymnastic Exercises.—Sets I and II: Tables 1 to 18 of the Text Books.

Kindergarten Games.—Squirrel, skipping, tag, chickadee, observation, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, color games, occupation games, sandman, etc.

Grades III and IV.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into places in room at assembly hours, method of dismissal. Accuracy in all class movement required.

Elementary Drill.—Boys to lift the cap when meeting ladies and to salute gentlemen whom they know. Saluting, position of attention, covering, standing at ease, right turn, left turn, about turn, half right turn, half left turn, side step, stepping back, about turn, marking time. Careful teaching in this grade forms the foundation of all future work.

Marching.—The quick march, halt, marking time, slow march, double march, skipping, stepping out, stepping short, about turn on the march, follow step, changing step, keeping in step. Regular, accurate marching in perfect step in all class movements.

Gymnastic Exercises.—Set III and IV: Tables 19 to 36 of the Text book.

Grades V and VI.

Elementary Military Drill and Marching.—All the fundamental military movements of Grade IV reviewed.

Gymnastic Exercises.—Sets V and VI: Tables 37 to 54 of the Text Book.

Scouting.—Reading camp fire yarns from "Scouting for Boys." Scout games and playing Indian.

Field Sports.—Running broad jump, running hop, step and jump, running high jump, 50 yards dash, 100 yards dash, wheelbarrow race, fatigue race and relay race in preparation for Sports Day about October 1st.

League Sports.—Baseball, basket ball, football and hockey.

Games.—Outdoor athletic games, such as dog and deer, prisoner's base, hide and go seek, tag, drop the handkerchief, etc.

Grades VII and VIII.

Elementary Military Drill and Marching.—All the elementary military movements of previous grades reviewed.

Gymnastic Exercises.—Set VII and VIII: Tables 55 to 57 of Text Book.

Scouting.—Reading camp fire yarns. Scout games, semaphore signalling, skirmishing in obedience to signal. Formation of a patrol on a road, patrolling for information.

Field Sports.—Running broad jump, running hop, step and jump, running high jump, cross country run, 50 yards dash, 100 yards race, 220 yards race, team race, relay race and tug-of-war in preparation for Sports Day about October 1st.

League Sports.—Basket ball, baseball, football, hockey, etc.

Games.—Outdoor athletic games, such as dog and deer, French and English, prisoner's base, hide and go seek, tag, drop the handkerchief, etc.

HYGIENE

The right understanding and carrying out of work in Hygiene in the common schools should be viewed by the teacher as a matter of inducing good habits rather than as a work of instruction. This is particularly true in the lower grades of the school, and even in the upper grades. The elementary knowledge of physiology required is not to be regarded as valuable for its own sake so much as for giving force and understanding to practices. Practically no direct teaching can be done in the first two years of school, but careful attention should be given daily to the correction of carelessness in dress and the condition of hands, face, neck, hair, etc.

The elaboration of the course by grades and topics is intended to make a text book unnecessary for pupils' use. Most of the material is based on common sense rather than on technical knowledge. Studies of such parts of the body as bones, muscles, skin, etc., are not intended to be anatomical, but merely to be the observation of common and obvious function. There are studies, however, relating to the respiration, circulation and digestive systems that may be helped by the use of charts or drawings.

In the highest grade, special emphasis should be given to the matter of first aid and to certain aspects of public hygiene connected with the work of the Public Health Department in its regulation of the care of contagious and infectious diseases, pure food regulation and the disposition of refuse. The bearing of good habits on success should be constantly impressed.

The demands of the course should be met by one period per week of regular work together with incidental teaching whenever necessary. The lesson should take the form of readings or talks rather than of study.

Teachers' References—

Ontario Public School Hygiene—Knight, Copp, Clark & Co.

Gulick's Health Series—Ginn & Co.

Civics and Health—Allen, Ginn & Co.

Grade I.

Cleanliness.—Every child should be required to come to school with clean hands, face and neck and with hair neatly combed. Boots and clothes should be clean and neat.

Posture.—Correct habits of sitting, standing and walking. Prevention of habits of lounging. Marching to develop erect bearing.

Exercise, Play and Sleep.—Exercise and marching should be practised at intervals during school hours. The exercise should be simple one-movement exercises to develop main muscles only. The child should be encouraged to play games out of doors and to tell of them in school. Unrestrained play is the best form of physical exercise. Children should go to bed early to get plenty of sleep, in order that the worn-out muscular tissue may be repaired.

Food.—Children should be instructed to eat enough plain, wholesome food, but waste none. Eat slowly, both because it is healthful and because it is good manners.

Sunshine and Fresh Air.—Children should be taught that it is good for them to be out in the sunshine. They need sunshine for growing as much as plants. Illustrate by plants that have grown in darkness and shade, *e.g.*, potatoes in a cellar and saplings in a bush. The need for fresh air may be shown by drawing their attention to the inflow of fresh air and the outflow of impure air in the school rooms or by opening the windows at recess and other times. Keep the school room as bright and as well aired as possible.

Grade II.

Cleanliness.—Continued emphasis on the practice of cleanliness as in Grade I. Pupils should be made to understand its relation to health and self-respect. Simple talks should be given on the care of the hands, nails, teeth, hair and skin.

Posture.—Habits of correct sitting, standing and walking and continued with especial care to prevent bad habits from sitting. Frequent exercises in stretching to counteract stooping position.

Exercises, Play and Sleep.—Exercise and marching should be given every day in ten or fifteen minute periods. See Physical Culture course for exercises, marching and games. This is the period of imitation games when the child likes to pretend, and all such games as playing horse, etc., are to be encouraged. Kindergarten games may be played indoors in winter. Running, skipping, hopping in time to music.

Food.—Talks on food continued. Eat sparingly of sweets and pastries, and at regular meals drink plenty of water and milk, but very little tea or coffee. Do not eat too much. Care of the teeth in relation to eating.

Sunshine and Fresh Air.—Emphasize the relation between sunlight and health for both plants and animals, illustrating by the fact that flowers are more abundant in woodlands in spring before the leaves come out on the trees than later in the summer. Give breathing exercises to fill the lungs with fresh air. Fresh air in the bedroom at night a necessity; the open window in the bedroom.

Grade III.

Cleanliness.—Constant attention should be given to cleanliness of person and clothing, with the object of forming good habits. Instruction in regard to cleanliness and care of the skin, ears, eyes, nose, mouth, nails, hair; cleanliness of hands and face, particularly at meal times.

Posture.—Careful attention to seating of pupils. Frequent stretching exercises. Talks of correct posture and its value.

Exercise, Play and Sleep.—Exercises of previous grades continued and extended marching military positions, turnings, wheelings, as in physical culture course. Outdoor games should be encouraged. Teach children up to twelve years of age that they should have ten hours' sleep each night.

Food.—Food as the fuel of the body, the necessity of plenty of wholesome food. Simple lessons on eating, drinking and breathing,

to impress on the pupil that our power to do work depends upon the supply of fuel. Care of the teeth.

Sunshine and Fresh Air.—Pure air and things that spoil it; breathing air that has been breathed several times by others; dust in the air; the benefit of moisture in air in room; effect of a rainstorm on the air; means of getting fresh air into and impure air out of a room, *e.g.*, windows, doors, chimneys, ventilators. Show the currents of air going out of and coming into a room.

Grade IV.

Cleanliness.—Pupils are now old enough to be responsible for cleanliness of person and clothing, and this should be exacted.

Posture.—Close attention to correct habits of position. Stretching exercises and exercises for postural correction. Frequent talks on value of correct posture.

Exercise, Play and Sleep.—More complicated exercises and greater accuracy in their performance. See Physical Culture Course. Games both outdoor and indoor.

Foods.—Talks on the values of tissue-builders and heat-producers. Talks on several drinks, their value and abuses, the evil effects on the body and the mind of alcoholic stimulants and tobacco. Chew food well and do not take drink and solid food into the mouth together.

Sunshine and Fresh Air.—Illustrate the effect of sunshine on the growth of plants by a reference to the absence of grass under an open verandah or shed, under evergreen trees with low branches, in a bush except in open places, etc., compare the appearance of a maple growing as a shade tree and in the bush; account for the appearance of saplings in a bush, the cone-shaped appearance of fir trees, the location of the leaves on trees near the outer ends of the branches, the carpet of needles under fir trees. Compare the colour of the skin of the people in colder climates with that of people from warm sunny climates; compare the appearance of people who work out-of-doors with those who work inside. From the above lead the pupils to realize the relation between sunshine and health.

Grade V.

The Skin—Experiment, Observation, Habit.

Moisture given off from the skin as shown by placing the warm hand on a cold window pane; observation of oil that appears on the skin and is left on clean glass when this is touched by clean fingers. The outer or scarf skin is being shed constantly. This may be shown when the skin is rubbed hard by the wet hand without soap. The necessity for keeping the skin clean, owing to the gradual decay of this mixture of sweat, oil and scarf skin. The relation of cleanliness to health and self-respect.

Framework of Body.—Simple study of framework of the body. The bones as the framework of the body; their attachment to each other at the joints by ligaments, the cushion of cartilage on the end of each bone, the attachment strengthened on the outside surfaces by tendons and muscles. How the growth of the cartilage and ligaments may be affected by sitting at desks too high or too low, or by wrong habits of sitting, standing or walking. Exercises for postural correction continued.

Muscles and Physical Culture.—General observation regarding muscles; what they are, and how they act; how they are built up; their waste and decay, and how they are improved by exercise.

Digestion.—Discussions of various kinds of foods continued. Heat-producers and tissue-builders, need of change of food, need of meats and vegetable diet, fruits, value of certain staple foods. Food as fuel for the body; effect of over-eating like adding too much fuel; effect of poor food as of poor fuel. Simple talks leading to a general understanding of the way in which the food is digested and absorbed into the blood. A study of the mouth as seen by a mirror. Causes of decay of teeth. Care of the teeth.

Blood.—The pumping action of the heart forces the blood to all parts of the body; simple talks on the flow of the blood; the pulse caused by the heart beat. Observation of pulse in children and adults.

Air and Ventilation.—Things that spoil fresh air: (1) dust and smoke; (2) injurious substances in air that has been breathed. (1) Dust: the presence of chalk dust, dust that rises from the floor and from outside. Observation of dust in sunbeams, (2) Air that has been breathed: Limewater tests of air breathed and air of room. Observations and discussions about the cause of drowsiness and headaches in schools or after meetings in crowded halls. Need of ventilation in homes, school rooms, churches and halls. Proper temperature of the school rooms (60 to 70 degrees).

Nervous System and Special Senses.—Talks to bring out the facts that messages are carried by nerves to the brain and motor impulses back to nerve endings which, acting on the muscles, bring action.

Care of the eye and ear. The value of temperature in all things as habit of life. The value of good habits.

Grade VI.

The Skin.—Use of sweat in regulating the temperature of the body. Use of sweat in carrying off waste tissue, which is deposited on the surface of the skin or clothing, clogging up the pores if the skin is left unwashed. Study of the oil glands, hair and nails and the use of each. Reason for the necessity of cleanliness of skin, hair, nails and clothing.

Framework of the Body.—Simple study of the spinal column, its cushions of cartilage and ligaments. The evil results due to bad habits of posture, *e.g.*, the curved spine, the raised or drooping shoulders, the shuffling gait, the awkward bearing and the general loafing appearance. Exercises for postural correction continued.

Muscles.—Work of previous grades continued and reviewed. Discussions of the value of exercise, play and league sports, such as football, hockey, baseball.

Digestion.—How solid foods are broken up by the teeth, the shape of the different kinds of teeth in relation to their uses in cutting, tearing and grinding the food. Need for complete chewing of food.

Circulation.—Talks on the blood continued, the arteries and veins, the work of the blood in bringing nourishment to all parts of the body.

Exercise causing the heart to pump faster, thus increasing the flow of the blood, effect of use and disuse of any part of the body on increasing or decreasing the blood supply and therefore on the proper development of those parts, need of exercise, both mental and physical, danger of too violent exercise.

Air and Ventilation.—Fresh air: ventilation, impurities in air, e.g., spores and germs. Illustrate from puff balls, the mould on bread, leather, fruits, the rot of fruits, decay of trees, scabs on apples, etc. From this the pupils may be led to understand the danger of infection in such cases as measles, diphtheria and consumption.

Need of deep breathing to exercise every portion of the lungs, effect of tight clothing on the expansion of the chest and lungs, unhealthy condition of any unused portion of the lungs; danger that germs of consumption taken into the lungs with the air may find a suitable place to grow on these delicate parts, or on those parts of the lungs inflamed during heavy colds.

Nervous System and Special Senses.—Talks on nerve telegraphy continued, the brain as the centre of the nervous system. Care of the nose and throat.

Habits.—Pupils should be taught the effect of habits, whether good or bad; how habits are formed; the forming of good hygienic, mental and moral habits.

Grade VII

The Skin.—The habits of cleanliness reviewed and studied more particularly from the standpoint of cause and effect. Relation of cleanliness to health and self-respect. Discussion of washing, bathing, swimming, the bracing effect of cold water, the value of soap and warm water in dissolving waste tissue, the washing of clothing, kinds and colors of clothing and use of each.

Framework of the Body.—General idea of the chief bones which go to make up the human body—these to be learned by feeling and observation; chart of bones; little attention to be given to the name and numbers, but more to shape, size, position and use. The necessity for correct posture; the relation of posture to the mind and presence.

Muscles and Physical Training.—Comparison of values of games and gymnastics, of individual games and team games. Results of constant exercise, danger of over-developing particular muscles.

Digestion.—The contents of suitable food; food rich in each content; foods containing all; milk, the food for the young; the necessity for a variety of food; care of foods. Simple talks on the use of the saliva; the use of the tongue; sense of taste as a guide as to what to eat, the action of the stomach, the important digestive juices, the absorption of the digested food into the blood; the effect of fatigue, either physical or mental on digestion. The danger of over-eating.

Circulation.—The general structure of the heart; the danger from overwork of the heart during running, jumping, lifting or violent exercise of any kind. Arteries, capillaries, veins, with their function and relation. The use of the blood in bringing oxygen into the system to mix with the fats to produce heat and to bring in nourishment for the building up of the cells and to carry off waste matter.

Respiration.—Talks with illustrations to give a general knowledge of the facts of respiration, the course the air takes through the nostrils, pharynx, larynx and trachea into the lungs and back; the structure of the lungs, the circulation of the blood within the thin walls of the air cells; the mechanism of breathing, the processes by which oxygen is transferred to the blood and waste material is thrown off; the necessity for deep breathing, so as to use all parts of the lungs; the danger

that unused or inflamed parts of the lung may become attacked by the germs of consumption.

Air.—Composition of fresh and of exhaled air; ventilation, impurities in the air, particularly germs of infectious and contagious diseases, means of preventing them from spreading; disinfection.

Nervous System and Special Senses.—Talks with illustrations to give a general knowledge of the structure, functions and protection of the spinal cord; the function of the nerves. The formation of good habits, the effect of alcohol and tobacco on general health, growth, physical and mental endurance, particularly of youth; the danger of forming the alcohol and tobacco habits. Review of the special senses.

Grade VIII.

The Skin.—A study of the values of habits of cleanliness. Study of clothing continued. A short study of the prevention of vermin; care of diseases of the skin. The treatment of burns and scalds, frost bites and venomous stings. Bandaging.

Framework of the Body.—Study of the composition of bone and how it heals when broken. Symptoms of dislocation and fractures, and how they should be treated; bandage and splints.

Muscles and Physical Training.—A study of some of the principal muscles, their composition, structure and uses, waste and repair. A comparison of different sports as to their value in muscle building. Compositions on values of different kinds of gymnastics, plays, sleep, over-exertion, etc. Care of wounds.

Digestion.—The talks on food given in the lower grades reviewed and extended; drinks, the effect of stimulants and narcotics on the digestive system. A general review and summary of the digestive organs and processes, the mouth, teeth, tongue, saliva, pharynx, oesophagus, stomach, intestines, the important digestive juices and their actions; absorption into the blood. First-aid in cases of poisoning. Prevention of typhoid fever.

Circulation.—A review and summary of the circulatory system, the uses of the heart, arteries, veins and capillaries, uses of the blood. Position of main arteries and veins which might be severed; clotting of the blood. First aids in cases of bleeding. Effect of stimulants and narcotics on the circulatory system. A general conception of how the life processes are carried on and how life is maintained.

Respiration and Ventilation.—Continued and extended to lead to the general conception of the wonderful mechanism of respiration and the part it plays in sustaining life. First aid in apparent drowning and choking. Talks with illustrations to give a general knowledge of the vocal organs, their function and care. Infectious and contagious diseases, their cause, the necessity for cleanliness and isolation; the importance of quarantine during epidemics; the certainty of spreading disease if the supply of water or milk has become infected; the duties of the Board of Health and Medical Health Officer; care of refuse or garbage. Consumption, its cause and treatment, the danger from infection. Danger from spitting in wrong places.

Nervous System and Special Senses.—The effect of habits, good or bad, on the physical, mental and moral life should be strongly emphasized; the danger of forming bad habits during youth when the evil effect is not understood. The danger of becoming mere creatures of habit; the relation of these physical, mental and moral habits to

health; the relation of health to happiness and efficient work should be impressed on the pupil; the effect of high purpose and determined will on the health of the body as well as on the mind and character.

Instruction in first aid in fainting and sunstroke.

MUSIC

Scope.—The course in music is made up of rote singing, progressive mastery of the mechanics of music, systematic voice culture and sight singing.

The object is to teach the right use of the voice by exercise in tone production and to develop an appreciation of melody and harmony. Incidentally, music should aid language by improving articulation and by giving flexibility and expressiveness. It gives force to the sentiment of poetry.

General Method.—The rote singing of the lower grades should give the child an appreciation of melody and rhythm. The essential features of voice training in the lower grades is the securing of voice control by soft singing. The soft use of the voice is likewise the beginning of appreciation and taste. Formal teaching of rudiments should be introduced from the beginning. Rounds should begin with the fourth grade and two part songs with the fifth. The poetry should likewise be progressive beginning with the kindergarten or game songs and season songs and ending with glees and patriotic songs. Individual work should be done in all grades. Breathing exercises should be frequent and attention should be given to correct position before beginning and during all exercises. Special attention should be paid to phrasing and interpretation in the last year of the school period. At the end of the public school course pupils should be able to sing music of ordinary difficulty at sight. The minds of the children should be at work during the music lesson. In the lower grades free use should be made of music at other than regular periods to give change and relief to ordinary work.

Text Book.—

The King Edward Music Readers, Part I, II and III. Recommended for teachers' use for supplementary songs:

- (a) St. Nicholas Song Book (Primary Grades)—The Century Company.
- (b) Kings and Queens—Book of Songs and Games (Primary Grades)—McDougall Educational Company, 8 Harrington Ave., E.C., London, England.
- (c) Games for Little Ones—Oliver Detson, Boston.
- (d) Fifty Children's Songs—Schirmer & Co., New York.
- (e) Murdoch's School Songs (Intermediate Grades).
- (f) Murdoch's School Songs, Series B (Upper Grades), Murdoch, Murdock & Co., 46 Oxford st., London, W., England.

Grade I.

Rote songs including action, nature, season, lullaby songs. Scale singing, scale songs and the doh chord.

Grade II.

Rote songs similar to those of Grade I, sung with better tone and expression. Intervals of the major scale.

Simple songs learned from interval notation.

Grade III.

Interval and time drill.

Staff introduced. Names of notes represented by lines and spaces. Key of C scale and scale from modulator compared. Patriotic and season songs in unison.

Grade IV.

King Edward Music Reader, Book 1, Part I. Moveable doh introduced. Interval work from staff as each key is introduced. Measures, time signatures, notes and corresponding rests. Songs in unison. Rounds introduced

Grade V.

King Edward Music Reader, Book 1, Part II. Review of Key signatures and time signatures. Simple transposition exercises.

Use of dotted notes, rests and pauses.

Songs in unison. Two part songs introduced.

Grade VI.

King Edward Music Reader. Book II, Part I. Use of the evenly divided beat. Construction of Major scale. Evolution of Key signature. Songs of this and following grades should be of a kind to develop good musical taste and familiarize pupils with good works.

Grade VII.

King Edward Music Reader, Book II, Part II. Use of unevenly divided beat. Transposition exercises of increasing difficulty.

Three part songs introduced.

Grade VIII.

King Edward Reader, Book III. Construction of Minor scales. Modulation.

APPENDIX C.

PUBLIC SCHOOL LEAVING EXAMINATION, 1913.

GENERAL

1. The annual Public School Leaving Examination shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the Department in the form prescribed. All applications must be forwarded before May 1st.

3. Candidates shall write at such schools as may from year to year be selected by the Minister. There is no examination fee.

4. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

5. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1913.

Arithmetic and Mensuration: A general review of the text prescribed for Grade VIII, giving special attention to business applications of percentage, *e.g.*, commission, trade discount, insurance, taxes, duties, interest, loss and gain, averages, bank discount, etc.; also practical applications of elementary mensuration as involved in papering, plastering, carpeting, calculation of areas, cubical contents, piles of wood, fencing, board measure, etc.; metric system as treated in the prescribed text.

Text Book: Dominion School Arithmetic, Part II.

Reading: A general knowledge of the subject matter of the selections prescribed for supplementary reading in Grade VIII. Instruction and practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorization of the finest passages:

Poetry: Elegiac Stanzas, p. 18; Maud Muller, p. 41; Rosabelle, p. 97; The Glove and the Lions, p. 130; King Robert of Sicily, p. 179; The Vision of Sir Launfal, p. 186; The Birds of Killingworth, p. 216; To a Skylark, p. 229; The Passing of Arthur, p. 247; The British Flag, p. 376; The Canadian Confederacy, p. 379.

Prose: David Swan, p. 31; King Richard and Robin Hood, p. 124; The Apology of Socrates, p. 156; The Tragedies of Birds' Nests, p. 205; Canada and Great Britain, p. 353.

Writing: Principles of letter formation; figures; addressing envelopes, etc. Neatness and legibility should be required in all written exercises. The marks for penmanship shall be awarded on the composition paper.

Spelling: Word building; study of derivation and composition from easily understood examples; common prefixes and suffixes and their significance; study of common Latin noun, adjective and verb forms; analysis of meaning of English words derived from Latin on basis of significance of root, prefix and suffix forms; common abbreviations; exercises in spelling and orthoepy.

Text book: Alberta Public School Speller.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters; punctuation.

Text book: Elementary Composition (Alexander & Mowat).

Grammar: An intelligent study of the topics as outlined in the Course of Studies.

Text book: Introductory English Grammar (Land).

History and Civics: The leading events of Canadian history with particular reference to events subsequent to 1760; the outlines of British history with particular reference to events subsequent to 1485. Civics as outlined in the Course of Studies.

Texts: The Canadian People (Duncan);

An English History (Symes and Wrong).

Geography: A general study of the subject as outlined in the Course of Studies.

Text book: The New Canadian Geography, or
World Relations and the Continents.

Agriculture: A study of the subject as outlined in the Course of Studies for Grades VII and VIII.

Text book: Agriculture (James and McIntyre).

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.
Teachers' Reference: The Manual.

Geometry: Elementary Plane Geometry (Baker).

APPENDIX D.

*Regulations of the Department of Education Governing the Course of
Studies and Annual Examination for Grades IX, X,
XI and XII for the year ending June 30th, 1914,
and Teachers' Certificates*

GENERAL.

1. The annual departmental examination for Grades X, XI and XII shall be held between June 15th and July 15th, upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, *not later than May 1st*, make application to the Department. Special forms are furnished for this purpose.

3. The Principal of every school having candidates for examination shall, before June 30th, forward to the Department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Where possible percentages based upon the candidate's work during the year should be given.

4. To be eligible for admission to the examination for Grade XI or XII an applicant shall hold the diploma of the next lower grade, or submit to the Department evidence of having satisfactorily covered an equivalent course.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Grade X, XI, XII shall receive a Diploma certifying thereto.

7. Any candidate who fails to pass the examination for Grade XI or XII may be granted a Diploma for the next lower grade provided such candidate obtains 40 per cent. of the total marks, and does not fall below 25 per cent. on more than one subject.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examinations are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The following are the prescribed fees:

For Grade X Diploma.....	\$3.00
For Grade XI or Grade XII Diploma (with or without extras)	5.00
For one or two subjects only.....	1.00
For three or four subjects only.....	2.00

These are payable to the presiding examiner on the first day of the examination.

The fee for appeal shall be 50 cents for each paper appellant desires to be re-read, such fee to accompany appeal. If an appeal is sustained the fee shall be refunded.

COURSES OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30TH, 1914.

GRADE IX.

Obligatory Subjects—

ENGLISH LITERATURE: It is intended that the course in Literature shall be progressive in character. There are several ends to be gained by the course as here outlined. The work should be covered in such a manner as to arouse in the student an interest in his work, foster a taste for good reading, and, in the end, leave him with the power of intelligent and correct literary interpretation.

In Grades IX and X it is intended to acquaint the student with a number of the easier selections from several of the simpler forms of literature, and especially to create a reasonable measure of literary appreciation.

In the higher grades, when the student will have become acquainted with sufficient material, acquired a better appreciation of the subject and a more acute sense for interpretation, emphasis should be placed upon comparative study and more critical interpretation. Even here, however, the chief aim must be to teach the pupil to understand, interpret and appreciate our best literature.

In Grades IX and X special attention must be given to oral reading. It should be made clear that by oral reading is meant the expression of an author's thought in spoken language. If stress is put upon the *thought* the student is brought face to face with the fact that he cannot read any selection the meaning of which he has not clearly grasped from the written signs. Such reading becomes an exceptional means of self-culture and of literary interpretation. In order that this expression may be interpretative in the highest degree attention must be given to voice training and the general laws that underlie vocal expression. In voice training care must be taken to develop strength, improve quality and increase flexibility. Some students have naturally very thin or weak voices, which, by proper exercises, may be readily strengthened. Some have disagreeable tone qualities, which may be remedied by the careful teacher. There are other students whose voices are flat or stiff and the tone monotonous. Proper exercises in interval and scale work will remedy these defects.

The student should be taught the simple laws of stress and inflection. These can best be applied at first by special drill on select passages. With this measure of care on the part of the teacher possessed with a taste for good literature, even the diffident, halting pupil may be taught to read with a fair measure of satisfaction to himself and pleasure to the hearer.

THREE YEAR CYCLE.

Year 1913-1914.

Poetry: Whittier: Snowbound.

Longfellow: The Bell of Atri.

Browning: The Glove.

The Italian in England.

Lowell: Sir Launfal.
 Macaulay: Horatius.
 Tennyson: Enoch Arden.

NOTE—Choice selections from the above poems should be memorized.

Prose: Hawthorne: Tanglewood Tales.
 Ruskin: The King of the Golden River.
 The Bible: Ruth.

Collateral reading:
 Malory: Morte D'Arthur.
 Scott: Quentin Durward.
 Longfellow: Miles Standish.

Year 1914-15.

Poetry: Arnold: Sohrab and Rustum.
 Burns: Cotter's Saturday Night.
 Rosetti: White Ship.
 Browning: Herve Riel.
 An Incident of the French Camp.
 Old English Ballads (3).

NOTE—Choice selections from the above poems should be memorized.

Prose: Hawthorne: The Great Stone Face.
 Dickens: The Cricket on the Hearth.
 Van Dyke: The Other Wise Man.

Collateral Reading:
 Church: Odyssey.
 Scott: The Talisman.
 Longfellow: Hiawatha.

Year 1915-16.

Poetry: Coleridge: The Ancient Mariner.
 Browning: The Pied Piper.
 How They Brought the Good News.
 Wordsworth: Michael.
 Tennyson: The Revenge.
 Byron: The Prisoner of Chillon.

NOTE—Choice selections from the above poems should be memorized.

Prose: Hawthorne: The Wonder Book.
 Dickens: A Christmas Carol.
 The Bible: Esther.

Collateral Reading:
 Church: Iliad.
 Scott: Ivanhoe.
 Longfellow: Evangeline.

COMPOSITION: Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Special attention will be given to narrative themes and to the principles treated of in pp. 1-88 of the prescribed text; due attention will also be given to the section devoted to letter-writing and to the treatment of common errors, the use of capital letters and rules of punctuation as treated in the appendix.

Text Book: Manual of Composition and Rhetoric (Gardiner, Kirtledge & Arnold).

GRAMMAR: A general knowledge of Chapters II, III, VI, VII, VIII, IX, X, XI, XII, XIII and XIV of the prescribed text; general and detailed analysis of simple passages; determining of grammatical values of words.

Text Book: The High School Grammar (Seath), revised edition.

WRITING: The Public School Course continued.

HISTORY: The leading events of Canadian History with special reference to the period subsequent to the year 1763. British History up to the year 1485. Teachers should aim to stimulate comparison and judgment on the student's part rather than the mere exercise of memory.

Text Books: Duncan—History of the Canadian People. Buckley & Robertson—High School History.

GEOGRAPHY: Political, commercial and mathematical geography with elementary astronomy. Special attention will be given to the British dependencies—the resources, productions, chief cities and peoples; the worlds' commercial highways; commercial relations of Canada and Great Britain; Canada and the United States.

Text Book: Dominion School Geography (Educational Book Co.)

ARITHMETIC AND MENSURATION: The following parts of the subject to be studied: Measures and Multiples, Greatest Common Measure, Least Common Multiple, Vulgar Fractions, Decimal Fractions, Contracted Multiplication and Division of Decimals, Compound Quantities, Powers of Numbers, Roots of Numbers, Mensuration, including the Rectangle, Triangle, Trapezium, Similar Triangles, Circle, Surface of the cylinder, Surface of the Cone and Surface of the Sphere.

Percentage as applied to Interest, Bank Discount, Trade Discount, Profit and Loss, Commission, Insurance, Taxes and Duties and Customs. The Metric System and its application.

Text Book: The High School Arithmetic (Macmillan Co. of Canada.)

ALGEBRA: Definitions and notation; facility in the use of algebraic symbols and in the interpretation of relations expressed by symbols; addition, subtraction; multiplication; division; simple equations of one two and three unknown quantities and problems solved by the use of simple equations; simple factoring.

Text Book: C. Smith's Elementary Algebra, Chapters I-IX inclusive.

GEOMETRY: Book I, and easy deductions.

Text Book: Baker—Theoretical Geometry for Schools.

ELEMENTARY SCIENCE:

Physics: The first fourteen chapters of the High School Physics (Merchant and Chant), omitting the following: Sections 24 to 38 inclusive of chapter II, sections 46 to 49 inclusive of chapter III, all of chapters IV and V, sections 68 and 69 of chapter VI, section 87 and sections 90 to 94 inclusive of chapter IX. Omit also all of chapter XII.

Text Book: Merchant & Chant's High School Physics (Copp, Clark Co.)

Botany: Study the plant as a whole, with special attention to flower structure; study forms and structures of leaves, stems and roots; study of a typical fruit, *e.g.*, the bean pod, clearly distinguishing between seed and fruit; classification of fruits; dissemination of seeds; plant contents; plant ecology; germination of plants; the study of a grass, *e.g.*, timothy or wheat;

study of representative plants and chief characteristics of the ranunculaceæ, violaceæ, rosaceæ crucifereæ, leguminosæ and liliaceæ.

A text book is not absolutely necessary, but Atkinson's First Studies of Plant Life (Copp, Clark Co.) is a suitable book for this grade. Spotton's Botany (Manitoba edition) is also useful and may be used as a key. Teachers' References: Coulter's Plants (D. Appleton & Co.), Gray & Coulter's text book of Western Botany (American Book Co.), and Bailey's Botany (Macmillan).

Zoology: A choice of material should be allowed in this subject so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential and these should be carefully supervised by the teacher. No text book is required for the pupils.

Outline of course:

- (1) Study of a Grasshopper.
 - (a) Body regions;
 - (b) External organs of each region;
 - (c) Egg laying habits;
 - (d) Natural enemies of *e.g.*, birds, parasites and fungus diseases.
- (2) Recognition of types of different orders of insects *e.g.*:
 - (a) Orthoptera—Cricket;
 - (b) Coleoptera—Beetle, ladybird;
 - (c) Lepidoptera—Butterfly or moth;
 - (d) Hemiptera—Plant lice;
 - (e) Hymenoptera—Bees, wasps, ants;
 - (f) Dyptera—House fly, mosquito;
 - (g) Neuroptera—Dragon fly.
- (3) Short study of type forms of other invertebrate groups, *e.g.*, spider, snail, slug, lobster, leech (blood sucker).
- (4) Stages in life history of the grasshopper (to be taken in spring).
- (5) Review of metamorphosis of a cutworm or butterfly.

Teacher's References: Chapman's hand book of birds of Eastern North America; Introduction to Zoology, by Davenport (Macmillan Co.); Lessons in Elementary Biology, by T. Jeffrey Parker (Macmillan Co.); Manual of Zoology, by Parker & Haswell (Macmillan Co.).

DRAWING: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III.

Teachers' Reference: The Manual.

Optional Subjects—

LATIN:—

Grammar: Bennett's Foundations of Latin (pp. 1-85).

Reading: Beresford's First Latin Reader (Blackie), Part I, and first 15 selections of Part II.

FRENCH:—

Grammar: Ontario High School French Grammar (Fraser & Squair), Lessons I-XXII (pp. 1-47); also full conjugation of the regular verbs (pp. 235-241).

Reading: Laboulaye—Contes Bleus (pp. 1-45). Heath.

GERMAN :—

Grammar: First year German (Collar), Lessons I-XXVI.

Reading: Extracts in Collar's Grammar (pp. 152-177.)

There will be no Departmental examinations for Grade IX, but the Principal of every school having students in this Grade shall, before June 30th, forward to the Department a report stating whether or not, in his judgment, the individual candidates have satisfactorily covered the courses prescribed.

 GRADE X.
Obligatory Subjects:—

ENGLISH LITERATURE: See introduction to course in Literature under Grade IX.

THREE YEAR CYCLE.

Year 1913-14.

Poetry: Scott: Lady of the Lake.

Shakespeare: As You Like It.

NOTE—Choice selections from the above poems should be memorized.

Prose: Addison: Sir Roger de Coverley.

Collateral Reading:

Parkman: The Oregon Trail.

Dickens: David Copperfield.

Year 1914-15.

Poetry: Scott: The Lay of the Last Minstrel.

Shakespeare: A Midsummer Night's Dream.

NOTE—Choice selections from the above poems should be memorized.

Prose: Irvine: Tales of a Traveller.

Collateral Reading:

Dickens: Oliver Twist.

Laut: Lords of the North.

Year 1915-16.

Poetry: Scott: The Lord of the Isles.

Shakespeare: The Merchant of Venice.

NOTE—Choice selections from the above poems should be memorized.

Prose: Eliot: Silas Marner.

Collateral Reading:

Dickens: A Tale of Two Cities.

Parkman: Wolfe and Montcalm.

COMPOSITION: Short composition based chiefly on subjects chosen from the texts prescribed for collateral reading. Review the course prescribed for Grade IX, and in addition study the principles of *description* (pp. 89-144), and of the paragraph (pp. 277-310); due attention will also be given to the section devoted to letter-writing as well as to pp. 443-468 of the appendix.

Text Book: Manual of Composition and Rhetoric (Gardiner Kirtledge & Arnold.)

GRAMMAR: A more thorough study of the chapters prescribed for Grade IX; general analysis of a more advanced nature; determining of grammatical values of words in more difficult constructions; a general knowledge of chapters I, V, XV and XVII of the prescribed text.

Text Book: The High School Grammar (Seath), revised edition.

HISTORY: The leading events of British History with special reference to the period subsequent to the year 1485; a general review of Canadian History; Canadian Civics. Examinations will be such as to require comparison and the use of judgment on the student's part rather than a mere exercise of memory.

Text Books: Buckley & Robertson High School History; Duncan's The Canadian People; Jenkin's Canadian Civics.

PHYSICAL GEOGRAPHY: A general knowledge of the Physical Geography as treated in the prescribed text.

Text Book: High School Physical Geography (Macmillan Co. of Canada).

ARITHMETIC AND MENSURATION: The following parts of the subject to be studied in addition to a review of the work of Grade IX: Partnership, Stocks, Partial Payments, Equation of Payments, Compound Interest; Present Worth, True Discount, Exchange, Numerous Problems involving principles of Commercial Arithmetic. The use of Interest Tables.

Miscellaneous Theorems and their applications under the following headings: Divisibility, Longitude and Time, Ratio and Proportion, Motion, Work and Time, Special Units of Measurement.

Mensuration as applied to the finding of volumes of Rectangular Solid, Prism, Cylinder, Cone, Sphere, Pyramid, Frustrums of Cones and Pyramids.

Numerous problems for practice in mensuration.

Text Book: The High School Arithmetic (Macmillan Co. of Canada).

ALGEBRA: A thorough review of the course of Grade IX; continuation of factoring; equations involving the principles of factoring and their solution; Highest Common Factor; Least Common Multiple; Fractions; Simple Equations of one, two and three unknowns; Problems based on Equations.

Text Book: C. Smith's Elementary Algebra, chapters I-XIII inclusive.

GEOMETRY: Review of course prescribed for Grade IX, and in addition Books II and III with easy deductions.

Text Book: Baker—Theoretical Geometry for Schools.

ELEMENTARY SCIENCE:—

Physics: Review of course, prescribed for Grade IX, also chapters XII, XV, XVI, XVII, chapters XXIV to XXXI inclusive, also chapters XLI and XLIII.

Text Book: Merchant & Chant's High School Physics (Copp, Clark & Co.).

Botany: Study of a composite, *e.g.*, aster, sunflower, dandelion, daisy, etc., with drawings to illustrate; an intensive study of any one plant society, *e.g.*, one in the neighborhood of a slough; a study of the characteristics of different plant societies; food storage (*a*) in roots, (*b*) in stems, (*c*) in seeds, (*d*) in leaves; structure of leaves, stems and roots; functions of the parts of plants, *e.g.*, roots (anchorage, food storage, food absorption), stems (support, sap transportation, food storage), leaves

(respiration, transpiration, photosynthesis), flowers (pollination, different ways in which it is accomplished), fruits (protection and dissemination of seeds), seeds (reproduction and food storage); chief types of inflorescence; collection of twenty local plants and their identification by the use of a key; recognition of common cryptogams, *e.g.*, equisetum, liverwort, moss, fungi, pond scums.

A text book is not absolutely necessary, but Atkinson's First Studies of Plant Life (Copp, Clark Co.) is a suitable book for this grade. Spotton's Botany (Manitoba edition) is also useful and may be used as a key).

Teacher's References: Coulter's Plants (D. Appleton & Co.), Gray & Coulter's Text Book of Western Botany (American Book Co.), and Bailey's Botany (Macmillan Co. of Canada).

Zoology: A choice of material should be allowed in this subject so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential and these should be carefully supervised by the teacher. No text book is required for the pupils.

Outline of course—

- (1) Study of a vertebrate type, *e.g.*, the gopher, (*a*) covering, (*b*) external organs, (*c*) locomotion, (*d*) life habits, (*e*) comparison of teeth with those of dog and cat, illustrating adaptation to function, (*f*) chief organs and their functions.
- (2) Brief study of other vertebrate groups, (*a*) fish, (*b*) frog and salamander, (*c*) snake, (*d*) bird (recognition of at least fifteen common birds and a study of their habits). The study of these types to include chief external features, habits of life, habitat, and economic importance.

Teachers' References: Chapman's Hand Book of Birds of Eastern North America; Introduction to Zoology by Davenport (Macmillan Co.); Lessons in Elementary Biology, by T. Jeffrey Parker (Macmillan Co.); Manual of Zoology, by Parker & Haswell (Macmillan Co.).

DRAWING: Course prescribed for Grade IX continued.

Text Books: Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III.

Teachers' Reference: The Manual.

Optional Subjects:—

LATIN:—

Grammar: Bennett's Foundations of Latin (pp. 1-134).

Reading: Beresford's First Latin Reader (Blackie), Parts I, II and III.

FRENCH:—

Grammar: High School French Grammar (Fraser & Squair), Review of course for Grade IX and Lessons XXX-XXXIV; commoner irregular verbs; syntax of the verb (Sections 227-299).

Reading: Lemaitre—Contes Extraits de Myrrha (Heath).

GERMAN:—

Grammar: First Year German (Collar); Review of course for Grade IX and Lessons XXVII-LX.

GREEK: Forman's "First Greek Book" (American Book Co.), Lessons I-XLVI inclusive, with grammatical work from Hadley & Allen's Greek Grammar (Macmillan) as required for above lessons.

The *Examination* subjects for Grade X Diploma are: English Literature, Composition, Grammar, History and Civics (two papers), Physical Geography, Arithmetic and Mensuration, Algebra, Geometry, Elementary Science and Drawing. Papers will also be provided in Latin, French, German and Greek, and candidates looking forward to University Matriculation should take the examination in such languages as their prospective course demands.

The Principal of every school having candidates for examination shall, before June 30th, forward to the Department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the courses prescribed for this grade in oral and collateral reading.

GRADE XI.

Obligatory Subjects:—

ENGLISH LITERATURE: See introduction to course in Literature under Grade IX.

THREE YEAR CYCLE.

Year 1913-14.

Poetry: Shakespeare: Coriolanus.

Tennyson: Gareth and Lynette.

Selected Lyrics (Palgrave's Golden Treasury).

"I met a traveller from an antique land" (Shelley).

"Milton! thou shouldst be living at this hour" (Wordsworth).

"Earth hath not anything to show more fair" (Wordsworth).

"My heart aches, and a drowsy numbness pains" (Keats).

"Ruin seize thee, ruthless King!" (Gray).

"Hail to thee, blithe spirit" (Shelley).

"Ye banks and braes o' Bonnie Doon" (Burns).

"Waken, lords and ladies gay" (Scott).

"I am monarch of all I survey" (Cowper).

"There was a time when meadow, grove and stream" (Wordsworth).

NOTE—Choice selections from the above poems should be memorized.

Prose: Macaulay: Clive.

Lodge: Rosalind.

Collateral Reading:

Lytton: Last of the Barons.

Butler: Life of Gordon.

Goldsmith: She Stoops to Conquer.

Year 1914-15.

Poetry: Shakespeare: Henry V.

Tennyson: The Holy Grail.

Selected Lyrics (Palgrave's Golden Treasury).

"Much have I travelled in the realms of gold" (Keats).

"Two voices are there; one is of the sea" (Wordsworth).

"The world is too much with us, late and soon" (Wordsworth).

"When Music, heavenly maid, was young" (Collins).

"The curfew tolls the knell of parting day" (Gray).

"Now the last day of many days" (Shelley).

"Ye banks and braes and streams around" (Burns).

"O Brignall banks are wild and fair" (Scott).

"Oft in the stilly night" (Moore).

"Stern daughter of the Voice of God" (Wordsworth).

NOTE—Choice selections from the above poems should be memorized.

Prose: Macaulay: Hastings.

Johnson: Rasselas.

Collateral Reading:

Southey: Life of Nelson.

Goldsmith: The Traveller.

Lytton: Harold.

Year 1915-16.

Poetry: Shakespeare: Julius Cæsar.

Tennyson: The Passing of Arthur.

Selected Lyrics (Palgrave's Golden Treasury).

"Eternal Spirit of the chainless Mind" (Byron).

"When I have borne in memory what has tamed" (Wordsworth).

"O Friend, I know not which way I must look" (Wordsworth).

"If aught of oaten stop or pastoral song" (Collins).

"O Wild West Wind, thou breath of Autumn's being" (Shelley).

"Ye distant Spires, ye antique towers" (Gray).

"Of a' the airts the wind can blaw" (Burns).

"Why weep ye by the tide, ladie" (Scott).

"Our bugles sang truce, for the night-cloud had lower'd" (Campbell).

"From Stirling Castle we had seen" (Wordsworth).

"And is this Yarrow—This the stream" (Wordsworth).

NOTE—Choice selections from the above poems should be memorized.

Prose: Macaulay: Pitt.

Goldsmith: The Vicar of Wakefield.

Collateral Reading:

Irving: Life of Goldsmith.

Thackeray: Esmond.

Goldsmith: The Deserted Village.

COMPOSITION AND RHETORIC: Essays based chiefly on subjects chosen from the texts prescribed for collateral reading. Review of work prescribed for former grades and Chapters IV and V of Part I of the prescribed text treating of exposition and argument, also Chapter II of Part II treating with sentences.

Text Book: Manual of Composition and Rhetoric (Gardiner, Kirtledge & Arnold).

HISTORY: General History to the close of the Mediæval Period (p. 485), constitutional history of Canada.

Text Book: Myers' General History, revised edition; Bourinot—How Canada is Governed (Copp, Clark Co.).

ALGEBRA: A review of the work of Grades IX and X; elementary graphs and their application to represent a point on a line, a point on a plane, an algebraic expression, a linear equation involving two unknowns; square and cube roots; theory of indices; surds; quadratics; equations of the second degree involving one and two unknowns; problems involving quadratics; character of the roots of the quadratic equation; relations between the roots and coefficients of a quadratic equation, and problems to illustrate these relations.

Text Book: C. Smith's Elementary Algebra.

GEOMETRY: Review of Books I, II and III, and in addition Books IV and V with deductions.

Text Book: Baker—Theoretical Geometry for Schools.

CHEMISTRY: As in the prescribed text. The course to be experimental as far as possible.

Text Book: Mills' Chemistry for Schools (Gage & Co.).

ANIMAL LIFE: As in Jordan and Kellogg's Animal Life (Macmillan & Co. of Canada), especially Chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

Optional Subjects:—

PHYSICS: Review work of the preceding grades, also Chapters XVIII to XXIII inclusive, Chapters XXXII to XXXIX inclusive, Chapters XLII to XLV inclusive and Chapters XLVIII and L.

Text Book: Merchant and Chant's High School Physics (Copp, Clark Co.).

LATIN:—

Grammar: Accidence.—Syntactical usages, especially the syntax of the cases, ablative absolute, accusative and infinitive, purpose and result, noun clauses, time clauses, gerund and gerundative, conditional clauses and indirect narration in detail.

Text Book: Bennett's Foundations of Latin.

Composition: Translation into Latin of phrases and sentences illustrative of the syntactical usages outlined under Grammar, and also sentences based on the Prose Authors read.

Text Book: Bennett's Preparatory Latin Writer (Allyn & Bacon).

Reading:

Cæsar—"Invasions of Britain"; Book IV, Chapters XX-XXXVIII; Book V—Chapters I-XXIII.

Virgil—Aeneid, Book I, lines 1-510.

Translation at sight of passages of average difficulty from Cæsar.

The examination in Latin will consist of two papers one on the Authors and sight translation, the other on the Grammar and Composition. One-third of the marks for the former paper will be assigned to sight translation.

FRENCH :—

Grammar: Review of work of preceding grades: all irregular verbs; syntax of noun, article, adjective, pronoun, adverb (Sections 300-420).

Reading: Translation of the prescribed French Literature, also translation at sight of passages of average difficulty from texts not prescribed.

The examination in French will consist of two papers, one on the Authors and sight translation, the other on the Grammar. One-third of the marks for the former paper will be assigned to sight translation.

Text Books: High School French Grammar; Erckmann—Chatrian: Madame Thérèse (Holt).

GERMAN :—

Grammar: Review of work of preceding grades and cover remainder of text.

Reading: Translation of the prescribed German literature, also translation at sight of passages of average difficulty from texts not prescribed.

The examination in German will consist of two papers, one on the Authors and sight translation, the other on the Grammar. One-third of the marks for the former paper will be assigned to sight translation.

Text Books: First Year German (Collar); Baumbach: Der Schwiegersohn (Holt).

GREEK :—

Grammar and Prose: Forman's First Greek Book, Lessons XLVII to the end, with necessary grammatical work from Hadley & Allen's Greek Grammar. The examination in this part of the work will be designed chiefly to test the student's mastery of Greek accidence, but short English sentences for translation into Greek will also be set involving the more common idioms of Greek prose.

Reading: Xenophon—Anabasis, Book IV, Chapters I-VII inclusive (Macmillan's Elementary Classics). Sight translation from the works of Xenophon, preferably from Anabasis.

The *Examination* subjects for Grade XI Diploma are: English Literature, Composition and Rhetoric, History, Algebra, Geometry, Chemistry, Animal Life, and *one* of the following: Physics, Latin, French, German and Greek. Candidates may take the examination in any or all of these subjects.

The Principal of every school having candidates for examination shall, before June 30th, forward to the Department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the course prescribed for this grade in collateral reading.

 GRADE XII.
Obligatory Subjects :—

ENGLISH LITERATURE:—See introduction to course in Literature under Grade IX.

THREE YEAR CYCLE.

Year 1913-14.

Poetry: Shakespeare: Lear.

Milton: Paradise Lost, Book II.

Selected Lyrics (Palgrave's Golden Treasury).

"When in disgrace with fortune and men's eyes"
(Shakespeare).

"Come unto these yellow sands" (Shakespeare).

"Queen and Huntress, chaste and fair" (Jonson).

"Art thou poor, yet hast thou golden slumbers"
(Dekker).

"Calm was the day, and through the trembling air"
(Spenser).

"Tell me not, Sweet, I am unkind" (Lovelace).

"Shall I wasting in despair" (Wither).

"Fair Daffodils, we weep to see" (Herrick).

"'Twas at the royal feast, for Persia won" (Dryden).

"When I consider how my light is spent" (Milton).

Prose: Carlyle: Burns.

Burke: Speech on Conciliation.

Collateral Reading:

Beowulf:

Milton: Paradise Lost, Book I.

Chaucer: Prologue.

Shakespeare: Coriolanus.

Year 1914-15.

Poetry: Shakespeare: Hamlet.

Milton: Paradise Lost, Book I.

Selected Lyrics (Palgrave's Golden Treasury).

"Let me not to the marriage of true minds" (Shakespeare).

"O Mistress mine, where are you roaming" (Shakespeare).

"It is not growing like a tree" (Jonson).

"Pack, clouds, away, and welcome day" (Heywood).

"Get up, get up, for shame" (Herrick).

"If to be absent were to be" (Lovelace).

"Come live with me, and be my love" (Marlowe).

"Fair pledges of a fruitful tree" (Herrick).

"From Harmony, from heavenly Harmony" (Dryden).

"When God at first made Man" (Herbert).

Prose: Carlyle: Scott.

Pitt: Speech on the War in America.

Collateral Reading:

Beowulf:

Chaucer: Knight's Tale.

Milton: Minor Poems.

Shakespeare: Henry V.

Year 1915-16.

Poetry: Shakespeare: Macbeth.

Milton: Minor Poems.

Selected Lyrics (Palgrave's Golden Treasury).

"When in the chronicle of wasted time" (Shakespeare).

"On a day, alack a day" (Shakespeare).

"Drink to me only with thine eyes" (Jonson).
 "Weep not, my wanton, smile upon my knee" (Greene).
 "Jack and Joan, think no ill" (Campion).
 "When love, with unconfined wings" (Lovelace).
 "Over the mountains" (Anon).
 "Under the greenwood tree" (Shakespeare).
 "Awake, Aeolian lyre, awake" (Gray).
 "This is the month, and this the happy morn" (Milton).

Prose: Carlyle: Cromwell.
 Peel: Speech on the Corn Laws.

Collateral Reading:
 Beowulf:
 Paradise Lost, Book II.
 Chaucer: Nonne Preste's Tale.
 Shakespeare: Julius Cæsar.

COMPOSITION AND RHETORIC: Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE:—

Lounsbury—English Language, Part I, revised edition.
 Gummere—Hand Book of Poetics.
 Halleck—History of English Literature, Chapters I-VIII inclusive.

HISTORY:—

Bagehot—The English Constitution (Kegan, Paul, Trench & Co.).
 Myers—General History—Modern Age.

ALGEBRA: C. Smith's Elementary Algebra (The Macmillan Co. of Canada).

GEOMETRY: Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.

Text Book: Todhunter & Loney (The Macmillan Co. of Canada).

TRIGONOMETRY: Murray's Plane Trigonometry and Tables.

CHEMISTRY: Inorganic Chemistry—Remsen's Briefer Course, (Holt & Co.).

PHYSICS: High School Physical Science, Part II, revised edition (Copp, Clark Co.).

LATIN:—

Grammar: Bennett—with special reference to parts I-IV.
 Bradley—Arnold's Latin Prose Composition (Exercises I-XXIII).

Reading:

Horace:—Odes, Books III and IV.
 Cicero—Manilian Law and Pro Archia, with sight translation.

FRENCH:—

Grammar and Composition: Dictation and sight translation.
 High School French Grammar. A study of the irregular verbs and pages 187-336 inclusive, with associated exercises.

Reading: French texts for 1914:

Augier—*Le Gendre de Monsieur Poirier* (American Book Co. or Holt).

Mérimée—*Colomba* (Ginn & Co.).

GERMAN:—

Grammar and Composition: Dictation and sight translation.
High School German Grammar.

Reading: German texts for 1914:

Freytag—*Die Journalisten* (Ginn & Co.).

Heyse—*Vetter Gabriel* (Holt).

GREEK:—

Grammar and Prose: A general review of Greek forms; translation into Greek of longer sentences and short anecdotes.

Text Books: Forman—*First Greek Book*, Hadley & Allen, *Greek Grammar*.

Reading: Lysias—"Regarding the Olive Stump," and "On Behalf of the Cripple," Shuckburgh (Macmillan Co. of Canada). Homer—*Odyssey*, Book XI, Merry (Clarendon Press). Sight translation from the Attic Orators.

The *Examination* subjects for Grade XII Diploma are: English Literature (two papers), Composition and Rhetoric, English Language and History of Literature, History, Trigonometry, *either* Physical Science or Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French, German or Greek.

TEACHERS' CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of Section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training; (2) under the provisions of regulation 6.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for one year from the close of the calendar year during which they are issued.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have taken a course in training in the Normal School. Certificates of this grade may also be granted to teachers who have taken a course in training outside of

the Province of Alberta and whose academic standing is such as to entitle them to admission to the Normal School to train as second class teachers.

(*d*) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(*c*) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. The Minister of Education may extend the time during which an interim certificate shall be valid.

5. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (*a*) the certificates which he holds; (*b*) an official statement that such certificates are valid and in force; (*c*) a certificate of moral character dated within three months of the time of presentation; (*d*) a recent testimonial from the inspector under whom he last taught.

6. Upon recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

NORMAL SCHOOL AND PROFESSIONAL EXAMINATIONS

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Grade XI or Grade XII Diploma, or a standing which in the opinion of the Minister is equivalent thereto.

2. No card of admission shall be granted until the applicant has submitted to the Department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

6. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper. The class work of a student during the term will, however, be a determining factor at the final examination.

7. The holder of a professional certificate of the second class and a Grade XII Diploma may be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

Course of Studies for Normal School.

The course of studies is designed for those who intend to teach in elementary and secondary schools in the Province. It includes the following subjects:

1. Psychology and General Method; History and Philosophy of Education; Class Management; School Law and Regulations.

2. Methods of teaching (*a*) English (Primary Reading, Oral Reading, Spelling, Writing, Composition, Grammar, Literature); (*b*) Science (Geography, Nature Study, Agriculture, Physiology and Hygiene); (*c*) Mathematics (Arithmetic, Elementary Geometry, Algebra); (*d*) Manual Arts (Manual Training, Drawing and Penmanship); (*e*) History and Civics; (*f*) Music; (*g*) Physical Training.

3. Observation of lessons taught by the staff of the Normal School and by the Staff of the Practice School.

4. Practice in Teaching.

Each teacher-in-training will be asked to read orally prose and poetical selections and to interpret the same. Each will also be examined in singing. The teaching ability of each will be judged by lessons taught in the presence of the critic teachers of the Practice School and of the members of the Normal School staff. A written examination based on lectures given and on the prescribed text books will be held at the end of the session.

Prescribed Text Books.

FIRST CLASS: Education—Spencer (A. L. Burt Co., New York); Essentials of Psychology—Pillsbury (The Macmillan Co. of Canada); The Philosophy of Education—Horne (The Macmillan Co. of Canada); Text Book in the History of Education—Munroe (The Macmillan Co. of Canada); Lectures on Language—Laurie (Oliver & Boyd, Edinburgh); Philosophy of School Management—Tompkins (Ginn & Co.); King Edward Music Readers—Books I, II and III (The Macmillan Co. of Canada).

SECOND CLASS: A Brief Course in the History of Education—Munroe (The Macmillan Co. of Canada); Elements of Psychology—Thorndike (A. G. Seiler, New York); The Teaching of English—Chubb (The Macmillan Co. of Canada); Methods in Teaching—Tilley (The Macmillan Co. of Canada); A New School Management—Seeley (Hinds, Noble & Eldredge); King Edward Music Readers—Books I, II and III (The Macmillan Co. of Canada).

APPENDIX E.

AUTHORIZED TEXT BOOKS, GRADES I-VIII.

(APPROVED AUGUST, 1913.)

Readers: The Alexandra Series:—Primer, First, Second, Third and Fourth (Macmillan Co.); The New Canadian Reader, Book V; The Dominion Readers, First (Parts I and II) and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Parts I and II) and Second—these are optional in schools where French is the vernacular; German Readers, Ahn's First and Second German Books.

Supplementary Reading as outlined in Course of Studies.

Arithmetic: The Dominion Elementary Arithmetic (Educ. Book Co.), Part I—Grades IV-VI; Part II—Grades VII-VIII.

Grammar: The Alberta Public School Grammar—Lang (Copp, Clark Co.), Grades V-VIII.

Geography: World Relations and the Continents (Educ. Book Co.), Grades VI-VII; Dominion School Geography (Educ. Book Co.), Grade VIII.

Agriculture: Text not yet prescribed.

History: The Canadian People, Western Edition—Duncan (Macmillan Co.), Grades VII-VIII; An English History—Symes & Wrong (Copp, Clark Co.), Grades VII-VIII.

Civics: Canadian Civics—Alberta Edition—Jenkins (Copp, Clark Co.), Grades VII-VIII.

Geometry: Elementary Plane Geometry—Baker (Gage & Co.), Grade VIII.

Composition: Elementary Composition—Alexander & Mowat (Educ. Book Co.), Grades VI-VIII.

Spelling: Alberta Public School Speller (Copp, Clark Co.), Grades III-VIII.

Writing: The New Barnes Writing Books for Alberta Schools, Primer, I, II and III (A. S. Barnes & Co.).

Drawing: The Graphic Drawing Books for Alberta Schools, Books I-VIII (Prang Co.).

Hygiene: How to be Healthy—Halpenny & Ireland (Educ. Book Co.), Grades V-VII.

Music: King Edward Music Readers, Books I and II (Macmillan Co.), Grades IV-VIII.

Physical Culture: Syllabus of Physical Exercises for Schools (Copp, Clark Co.).

APPENDIX F.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE. —The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(a) A certificate of age;

(b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments, the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of the student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving

breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a university in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees, as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third, and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidates' school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student who has been elected as aforesaid shall, within six calendar months after his election, or as soon thereafter as he can be ad-

mitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time, invite as guests persons who have shown sympathy with the views expressed by me in this my will.

Up to the present time only one scholarship is provided for the Provinces of Alberta and Saskatchewan. A Committee of Selection has been appointed in each province, and arrangements have been made whereby these committees will make the selection for alternate years.

The Committee of Selection for Alberta consists of:

His Honour the Lieutenant Governor, Chairman;

The Honourable the Chief Justice;

The President of the University;

The Chancellor of the University;

The Honourable the Minister of Education.

Secretary of the Committee, D. S. MacKenzie, Edmonton.

The election of a scholar for 1915 will be made by the Alberta Committee in December of this year, and applicants should submit to the secretary as early as possible complete official statements regarding their qualifications, with evidence of their eligibility under the conditions imposed by the trustees.

APPENDIX G.

EXAMINATIONS, 1913.

GRADE VIII.

LITERATURE.

Time—Two and a half hours. EXAMINER: J. A. MACGREGOR, B.A.

Values.

1. " 'Tis not because Lord Lindesay's heir
To-night at Roslin leads the ball,
But that my ladye-mother there
Sits lonely in her castle-hall.

" 'Tis not because the ring they ride,
And Lindesay at the ring rides well,
But that my sire the wine will chide
If 'tis not filled by Rosabelle."

O'er Roslin all that dreary night
A wond'rous blaze was seen to gleam;
'Twas broader than the watch-fire's light,
And redder than the bright moonbeam.

It glared on Roslin's castled rock,
It ruddied all the copse-wood glen;
'Twas seen from Dryden's groves of oak,
And seen from caverned Hawthornden.

Seemed all on fire that chapel proud
Where Roslin's chiefs uncoffined lie,
Each baron, for a sable shroud,
Sheathed in his iron panoply.

1. (a) From what poem is the above extract taken?
 1. (b) From what longer poem is it taken?
 1. (c) Who is the author?
 1. (d) Who is the speaker in the first two stanzas?
 4. (e) What were the circumstances that led to this speech?
 1. (f) Who is the speaker in the last three stanzas?
 7. (g) Explain the meaning of: Leads the ball—ring they ride—wine will chide—A wondrous blaze was seen to gleam—watch-fire's light—uncoffined lie—panoply.
2. "Nay, then," said Wamba, "I will pray you for a close sight of that same horn that has so powerful a breath."
The knight undid the clasp of the baldric, and indulged his fellow-traveller, who immediately hung the bugle around his own neck.

Values.

"Now that Folly wears the horn," said the jester, "let Valor rouse himself; for, if I mistake not, there are a company in yonder brake that are on the lookout for us."

"What makes thee judge so?" said the knight.

"Because I have twice or thrice noticed the glance of a morion from amongst the green leaves. Had they been honest men, they had kept the path."

2. (a) From what novel is this an extract?
1. (b) Who is the author?
2. (c) Name two other works by the same author.
8. (d) Narrate briefly the events that led to Wamba gaining possession of the horn.
9. (e) Explain: So powerful a breath—Now that Folly wears the horn—Let Valor rouse himself.

Or

"Days came and went, and now returned again
To Sicily the old Saturnian reign.
Under the Angel's governance benign
The happy island danced with corn and wine,
And deep within the mountain's burning breast
Enceladus the giant was at rest."

1. (a) From what poem is this taken?
1. (b) From what collection of poems?
1. (c) Who is the author?
2. (d) Whose story is this?
5. (e) To what stage in the story does this extract refer?
3. (f) Mention a figure of speech in the extract.
9. (g) Explain: Saturnian reign—Angel's governance benign—mountain's burning breast.

3. Name the extract and author from which each of the following is taken:

3. (a) He gives nothing but worthless gold
Who gives from a sense of duty.
3. (b) The sequel of today unsolders all
The goodliest fellowship of famous knights
Whereof this world holds record.
3. (c) For, after all, the best thing one can do
When it is raining is to let it rain.
3. (d) Often in battle a man may save his life by laying down
his arms and casting himself on the mercy of the enemy.
3. (e) Our sweetest songs are those that tell of a saddest thought.

25. **4.** "They shook their heads and doomed with dreadful words
To swift destruction the whole race of birds.

From all the country round these birds were brought
By order of the town with anxious quest."

Account for the change that came over the inhabitants of Killingworth as suggested by the above quotations.

Values.

18. 5. Quote twelve consecutive lines from *The Glove and the Lions, or The Canadian Confederacy, or The Vision of Sir Launfal*.
6. We should feel, also, sincerely grateful to a beneficent Providence that we have had the opportunity vouchsafed to us of calmly considering this constitutional change, this peaceful revolution; that we have not been hurried into it like the United States by the exigencies of war; that we have not had a violent revolutionary period forced on us like other nations by hostile action from without or by domestic dissensions within. Here we are in peace and prosperity under the fostering care of Great Britain, a dependent people with a Government having only a limited and delegated authority, and yet allowed without restriction and without jealousy on the part of the mother country to legislate for ourselves, and peacefully and deliberately to consider and determine the future of Canada and British North America.
1. (a) From what selection is this an extract?
1. (b) Who is the speaker?
4. (c) When and where was this speech delivered?
6. (d) What is the opportunity referred to and what constitutional change was being considered?
9. (e) State three arguments used by the speaker to justify the stand that he took.
2. (f) What is meant by "domestic dissensions"?
8. 7. (a) Scan the first verse of the selection in question ONE.
2. (b) What is the meter?
21. 8. "While David Swan lay sound asleep in the shade, other people were wide-awake and passed to and fro afoot and on horseback and in all sorts of vehicles, along the sunny road by his bed-chamber."
- Mention some of the people who passed by while David slept, and describe the thoughts that passed through their minds.

GRADE VIII.

COMPOSITION.

Time—Two hours.

EXAMINER: J. A. MACGREGOR, B.A.

Values.

15. 1. Express clearly in your own words the thought contained in the following:

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Foot-prints on the sands of time.

Values.

Foot-prints, that perhaps another
Sailing o'er Life's troubled main
A forlorn and ship-wrecked brother
Seeing, shall take heart again.

Let us, then, be up and doing
With a heart for any fate,
Still achieving, still pursuing
Learn to labor and to wait.

—*Longfellow.*

8. **2.** (a) Your mother writes informally to your teacher asking her to tea and to spend the evening. Write the note.
4. (b) Mrs. John Brown requests the pleasure of Mr. Smith's company at dinner, Friday the tenth of July, at seven o'clock. Write Mr. Smith's acceptance.
25. **3.** Two o'clock in the morning—five-storey hotel on fire—guests appear at the windows—firemen arrive and seemingly all are saved—at a window in top storey appears a woman with child in her arms—saved at last by brave fireman.
 - (a) Write the story as told by the rescued woman;
 - Or*
 - (b) Write the story as told by a reporter in the morning paper.
8. **4.** Combine the following statements into a complex sentence:
A number of soldiers were imprisoned in a small ill-ventilated dungeon.
This dungeon is known to history under the name of the "Black Hole."
It was an intensely hot midsummer night.
Many of them died.
40. **5.** Write a composition of about forty lines on ONE of the following subjects:
 - (a) The natural resources of Alberta.
 - (b) An adventure that you have had.
 - (c) A visit to a factory.
 - (d) Patriotism.
 - (e) Homesteading.

GRADE VIII.

ARITHMETIC AND MENSURATION

Time—Three hours.

EXAMINER: C. SANSOM, B.A.

Values.

- 1.** (a) Write in words:
 2. (1) 994345019.9914.
 3. (2) MDCCCXLIX.

Values.

5. (b) Divide .14 by 7, 140 by .07, .014 by 7000. Add the results and express your answer as a vulgar fraction.
10. (c) Simplify: $7\frac{1}{9} + 1\frac{1}{5} - \frac{1}{45}$ $(4\frac{1}{5} - 3\frac{1}{4}) \div 1\frac{5}{11} + 2\frac{1}{8} - (2\frac{9}{16} - \frac{1}{8} - \frac{1}{22})$.
10. 2. A house and lot were sold for \$3450.00 and the owner received \$3277.50 as the net proceeds. What rate of commission did the agent charge?
7. 3. (a) What single discount is equivalent to discounts of 25 per cent. and 10 per cent. off?
10. (b) At what price must a merchant mark an article which cost \$5.00 so that he may give a customer a discount of 40 per cent. and still make a profit of 20 per cent.?
15. 4. I insure a house which cost me \$6500.00 for $\frac{1}{4}$ of its value at $\frac{3}{4}$ per cent. premium. If the house is burned, what is my total loss?
15. 5. What must be the rate of taxation in order that after the agent's commission at 4 per cent. for collecting has been deducted, the sum of \$7800.00 may be realized on an assessment of \$650,000.00?
6. 6. (a) Distinguish between Excise Duty, Ad Valorem Duty, and Specific Duty.
10. (b) If goods invoiced at \$750.00 cost \$991.50 when laid down at the warehouse, what rate of duty was charged if freight charges, etc., amounted to \$225.00?
15. 7. A sum of money in 10 years at 7 per cent. simple interest amounts to \$1275.00. In how many years will it amount to \$1406.25.
15. 8. How much will it cost to fence a rectangular lot containing two acres, one side of which is 16 rods long with a close board fence 6ft. high, if boards one inch thick are used which cost \$16.00 per M, and the cost of the other material and labor amounts to $\frac{3}{4}$ the price of the boards?
15. 9. A tethered horse can feed over 27 sq. rods, 21 sq. yards, 6 sq. feet, 36 sq. inches. Find the length of the tether in feet.
12. 10. How deep must a rectangular box be to hold 30 litres, if it is half a metre long and 20 cm. wide?

GRADE VIII.

BRITISH AND CANADIAN HISTORY AND CIVICS

Time—Two hours.

EXAMINER: G. W. GORMAN, B.A.

Values.

15. 1. Write notes on *any three* of the following:
 - (a) The Progress of England under Norman Rule.
 - (b) The Provisions of the Great Charter.

Values.

- (c) The Reforms of Alfred the Great.
- (d) Simon de Montfort.
- (e) The Causes of the Hundred Years' War.
- 12. **2.** Give a brief account of the discoveries and the literary activity during the Tudor Era.
- 12. **3.** Narrate the leading incidents of the struggle between the Parliament and the Stuart Kings.
- 12. **4.** Write careful notes on *any three* of the following:
 - (a) The Founding of the Bank of England.
 - (b) The South Sea Bubble.
 - (c) Robert Clive.
 - (d) The Reform Bill of 1832.
 - (e) The Demands of the Chartists.
- 10. **5.** Give an account of the work done by Champlain in the exploration and in the colonization of New France.
- 6. **6.** (a) State the provisions of the Constitutional Act of 1791.
- 6. (b) Show how imperfections in the workings of this Act brought about the Rebellion of 1837, in Upper Canada.
- 10. **7.** Write a short history of the Selkirk Settlement in the Red River District, referring particularly to the period of the struggle between the two fur companies.
- 5. **8.** (a) Explain what is meant by a Federal System of government such as we have in Canada.
- 6. (b) Show, in a general way, what matters come under the control of the Dominion and of the Provincial parliaments. Illustrate your answer by examples.
- 3. (c) Who are qualified to vote for a member of our Local Legislature?
- 3. (d) How is the Premier of the Province chosen?

GRADE VIII.

GRAMMAR.

Time—Two hours.

EXAMINER: G. W. GORMAN, B.A.

Values.

- 15. **1.** Analyze fully the following simple sentences:
 - (1) At such times the demand for it usually exceeds the supply.
 - (2) A military casque he wore with splendid feathers dressed.
 - (3) From Clive's second visit to India dates the ascendancy of the English in that country.
 - (4) The great value of this mineral arises chiefly from its scarcity.
 - (5) One of the boys answered all the questions correctly in a very short time.

Values.

2. *Every Sepoy knows that the promise of the Company will be kept; he knows that if he lives a hundred years his rice and salt are as secure as is the salary of the Governor-General; and he knows that there is not another state in India which would not, in spite of the most solemn vows, leave him to die of hunger, in a ditch, as soon as he ceased to be useful.*
 1. (a) Classify the above sentences according to form and structure.
 15. (b) Select, classify, and state the relation of any five subordinate clauses in the foregoing extract.
 8. (c) Parse the italicized words.
3.
 4. (a) Write the plurals of: oasis, valley, roof, calf.
 4. (b) Compare the adjectives: bad, little, near, fore.
 4. (c) Write the masculine of: goose, witch, roe, niece.
4.
 1. 4. (a) Define Adverb.
 8. (b) Classify adverbs writing examples of each class in sentences.
4. 5. (a) Distinguish between "strong" and "weak" verbs. Illustrate by examples.
6. (b) Change the italicized verbs in the following sentences to the perfect tense:
 - (1) The Nile River *overflows* its banks.
 - (2) He *throws* cold water on my scheme.
 - (3) John *is driving* the cow from the field.
 - (4) A mist *rises* before my eyes.
 - (5) I *set* the lamps on the table.
 - (6) They *go* by steamer today.
6. 6. Explain the uses of the infinitive in the following:
 - (1) To see it would do you good.
 - (2) He gave them a chance to see.
 - (3) He was anxious to write.
8. 7. Fill each blank with "I" or "me" giving reasons in each case for your choice:
 - (1) She invited you and.....to go driving.
 - (2) It makes no difference to you or.....
 - (3) He is taller than.....
 - (4) She knew it was.....
10. 8. Construct sentences that illustrate:
 - (1) Future Perfect Tense; (2) Gerund; (3) Interrogative Pronoun; (4) Indirect objective; (5) Imperfect Participle.
9.
 1. (a) How is the "part of speech" of a word determined?
 2. (b) Give with reasons the part of speech of the italicized words in the following sentences: (a) He tried *very* hard. (b) You are the *very* man.
 3. (c) Write sentences (three) using "fast" as a verb, an adjective and an adverb.

GRADE VIII.
AGRICULTURE.

Time—Two hours.

EXAMINER: J. A. MACGREGOR, B.A.

Values.

- | | | |
|-----|-----------|--|
| 5. | 1. | (a) Name five things necessary for the successful growth of a plant. |
| 10. | | (b) What would be the effect on the plant of the absence of each of these conditions? |
| 2. | 2. | (a) Name the principal parts of a plant. |
| 7. | | (b) How and where does a plant get its food? |
| 9. | 3. | From observations which you have made make drawings of any seed, showing it in three stages of its development into the young plant. |
| 4. | 4. | (a) Explain the origin of soils. |
| 2. | | (b) Name four varieties. |
| 3. | | (c) Why do soils become poor? |
| 5. | | (d) Describe how a good farmer prevents his farm from becoming "run down." |
| 3. | 5. | (a) What is the meaning of "tilling the soil?" |
| 10. | | (b) Name five advantages to be gained by thorough tillage. |
| 3. | 6. | (a) How are weeds injurious to crops? |
| 6. | | (b) Describe briefly two injurious weeds found in Alberta. |
| 3. | | (c) How would you rid a field infested by either of them? |
| 3. | | (d) Name three ways by which weed seeds are distributed. |
| 4. | | (e) Name four ways of preventing the scattering of weed seeds. |
| 10. | 7. | Describe the different ways by means of which plants are propagated and give examples of each. |
| 11. | 8. | Discuss tree growing in Alberta under the following heads: varieties, advantages, care after transplanting. |

GRADE VIII.
GEOMETRY.

Time—Two hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

Values

NOTE 1.—Each candidate will require a ruler graduated in centimetres and inches, compasses, a set square, a protractor, a pair of scissors or a sharp pocket knife.

NOTE 2.—All construction lines must be shewn and accuracy of work is required.

- | | | |
|----|-----------|--|
| 7. | 1. | (a) From a point A draw lines AB and AC each 10 CM long and making an angle of 80°.
Join BC by a straight line.
Bisect BC in D using ruler and compasses.
Join AD by a straight line. |
|----|-----------|--|

Values.

Cut the triangle ABC from the sheet on which it is drawn.

Fold it along the line AD and find whether the angles at B and C coincide.

Attach to the answer paper the piece cut out.

1. (b) What kind of triangle is the triangle ABC?
1. How does the line AD divide it?
3. What have you discovered concerning the angles at the base of this kind of triangle?
3. 2. (a) Construct a triangle ABC having $AB=4'$ and $AC=4\frac{3}{4}'$, and the angle at $A=39^\circ$; also construct a triangle DEF having $DE=4\frac{3}{4}'$ and $DF=4'$ and the angle at $D=39^\circ$. Scale $1''=1'$.
1. Measure the angles (i) ABC and DFE and (ii) the angles ACB and DEF and state your results numerically.
1. Find in feet the lengths of BC and EF.
4. (b) State the general property of triangles of which the problem in "A" is a particular case.
5. 3. Draw a straight line AB of any length.
Let C be any point in AB.
At C make an angle $BCD=44^\circ$ and the angle $ACE=65^\circ$ with CE on the same side of AB as CD.
CE and CD are of any lengths.
Join ED by a straight line.
1. Measure the angle ECD.
1. How many degrees in each of the angles CED and EDC?
1. How many degrees in the sum of the three angles of the triangle ECD?
1. To how many right angles is the sum of the three angles of the triangle ECD equivalent?
1. Compare numerically the sum of the angles ACE and BCD with the sum of the angles of CED and CDE.
2. Make a general statement, based on the above problem, about the sum of the three angles of any triangle.
4. A triangular field ABC has its sides AB, AC and BC respectively 450', 600' and 750'.
5. Construct the triangle using the scale $1''=150'$.
2. Bisect the angles ABC and ACB and produce the bisecting lines until they meet in the point O.
2. From O, using ruler and compasses only, draw perpendiculars to AB and BC.
2. Express the lengths of these perpendiculars in feet.
2. With centre O and radius equal to the length of the perpendicular from O on AB, describe a circle.
4. 5. Using ruler, compasses and protractor (not parallel rulers) construct a parallelogram ABCD having the adjacent sides AD and AB respectively 8 CM and 10 CM in length and the angle $DAB=75^\circ$ degrees.
3. Express in degrees the interior angles at D, C and B.
2. State any equalities which you observe among the angles of the parallelogram.

Values.

3. Make the general statement, illustrated in the above problem, regarding the angles of any parallelogram.
9. **6.** Construct a rectangle equal in area to a triangle having its sides respectively 4 CM, 6 CM and 7 CM.
- 7.** A triangular field ABC has its sides AB and AC respectively 300 metres and 500 metres in length and the angle at A=65 degrees.
5. Construct the triangle bounding the field. Scale 1 CM=100 M.
- 2 and 3 Express the side BC in metres and show how to describe a circle which will pass through the three corners of the field.
2. Express the radius of the circle in metres.
2. **8.** Two triangles ABC and DEF have the angles BAC and EDF each 40°. AB=1½"; AC=2½"; DE=3"; DF=5". Construct the two triangles and express the lengths of the sides BC and EF in inches and the angles of the triangles at B, C, E and F in degrees.
2. Suppose the triangle ABC be placed on the triangle DEF so that the point A is on the point D and the side AB on the side DE, where will the side AC lie?
1. What direction does the side BC make with side EF?
2. What kind of triangles are ABC and DEF and why?

GRADE VIII.

DRAWING.

Time—Two hours.

EXAMINER: J. A. MACGREGOR, B.A.

Values.

NOTE—Use drawing paper in sheets of convenient size, without folding, and one sheet for each drawing. Colors may be used.

12. **1.** Make an outline drawing of the square prism, lying on its side, placed slightly below the level of the eye and showing three faces.

Or

Draw a trunk based on the above mentioned type model.

15. **2.** Draw the waste paper basket placed before you, in a position slightly above the level of the eye. The presiding examiner will place the basket in the proper position.
15. **3.** Make a working drawing of a picture frame 3 ft. 6 in. long and 2 ft. wide. The moulding used is 3 in. wide and ½ in. thick. Scale 1=12.
18. **4.** Make a sketch that would be a suitable illustration for the poem "Maud Muller."

Or

Sketch a scene showing a stream in the foreground, rising land on the opposite side, with a shack on top, surrounded by trees and reached by a winding trail from the stream.

Values.

GRADE VIII.
GEOGRAPHY.

Time—Two hours.

EXAMINER: G. W. GORMAN, B.A.

Values.

12. **1.** What conditions influence the climate of a country? Illustrate your answer by showing how these conditions affect the climate in different parts of Canada.
15. **2.** Compare Alberta and British Columbia with reference to:
 - (a) Physical features.
 - (b) Climate.
 - (c) Exports.
28. **3.** Draw a map of the three prairie provinces, showing thereon:
 - (a) The Nelson River System.
 - (b) The boundaries of the prairie steppes, indicating the elevation and area of each.
 - (c) The main lines of the C.P.R. and G.T.P.R.
 - (d) Three important cities in each province.
2. **4.** (a) Explain the cause of the Trade-winds.
4. (b) Account for their direction.
8. (c) Show how these winds affect the rainfall in the Northern parts of South America and Africa.
15. **5.** Describe *any one* of the following countries: Australia, Egypt, India or South Africa, under the following heads:
 - (a) Climate.
 - (b) Products.
 - (c) Chief cities.
 - (d) Government.
 - (e) People.
10. **6.** By comparison with existing trade routes, point out the commercial advantages to Canada of:
 - (a) The Hudson Bay route; or
 - (b) The Georgian Bay Canal.
6. **7.** Mention the chief forms of national government, with one example of each.

GRADE VIII.

ORTHOGRAPHY AND SPELLING.

Time—One hour.

EXAMINER: J. A. MACGREGOR, B.A.

Values.

25. **1.** Write the passage dictated by the examiner: New Canadian Reader, page 357, "So long as . . . of her laws."
- NOTE—This is not to be seen by the candidates. It is to be read to them three times: the first time to enable them to gather the meaning; the second time for them to write the words; the third time for review. Candidates are not permitted to re-write the passage. Two marks will be deducted for each mis-spelled word.

Values.

10. **2.** Divide the following words into syllables and mark the accents: admirable, deficit, accelerate, museum, indefatigable, collegiate, maintenance, hazardous, despicable, financier.
10. **3.** Indicate the force of the prefix, root and suffix, in each of the following words: Transferable, prevention, perennial, dependence, extractor.
10. **4.** Give the meaning of the following abbreviations: C.O.D.; viz.; i.e.; e.g.; Mdse.; pro tem.; Sec. Treas.; MSS.; ult.; P.S.
5. **5.** Use correctly each of the following words in sentences: Colonize, alien, amateur, novice, revenue.

GRADE IX.

ENGLISH LITERATURE

Time—Three hours.
Values.

EXAMINER: G. FRED McNALLY, M.A.

N.B.—The attention of candidates is particularly directed to the fact that an option is allowed in questions 6, 7 and 8. *One* of the parts only in these questions is to be attempted.

6. **1.** (a) Why did the children follow the music of the Piper?
6. (b) In what ways did the people of Hamelin commemorate the event described in this poem?
3. (c) Name three other poems by the same author.
- 2.** Name the selection from which each quotation is taken and give the exact connection in the story:
4. (a) "And a day less or more
At sea or ashore
We die—does it matter when?"
4. (b) "There are seven pillars of Gothic mould,

And in each pillar there is a ring,
And in each ring there is a chain."
4. (c) "And I must not omit to say
That in Transylvania there's a tribe
Of alien people. _____
Their fathers and mothers having risen
Out of some subterraneous prison
Into which they were trepanned."
4. (d) "It behoves you, fellow countrymen, to consider in what aspect we shall stand before the world and what will be the verdict of impartial history, should we suffer these accumulated outrages to go unavenged."
4. (e) "He was about four feet six in height, and wore a conical pointed cap of nearly the same altitude, decorated with a black feather some three feet long."
12. **3.** Write a brief sketch of Sir Richard Grenville. Illustrate each characteristic from the poem.

Values.

4. "That father perished at the stake
For tenets he would not forsake,
And for the same his lineal race
In darkness found a dwelling place.
We were seven—who now are one,
Six in youth, and one in age,
Finish'd as they had begun,
Proud of Persecution's rage;
One in fire and two in field,
Their belief with blood have sealed;
Dying as their father died,
For the God their foes denied;—
Three were in a dungeon cast,
Of whom this wreck is left the last."
3. (a) "For tenets he would not forsake." Explain.
6. (b) "And one in age." Who is meant? Indicate the fate of the brothers.
3. (c) Write a note on the location of Chillon castle.
4. (d) Describe the conditions in the dungeon.
8. 5. (a) Two of the Tanglewood Tales describe the search of a mother for her daughter. Relate the circumstances of the loss and the results of the search in each case.
6. (b) Write a paragraph descriptive of any *two* of the following: Daedalus, Chiron, Antaeus, Talus, Minos, Ariadne.
6. (c) "And here to every thirsty wanderer,
By sly enticement gives a baneful cup,
With many murmurs mixt; whose pleasing poison
The visage quite transforms of him that drinks,
And the inglorious likeness of a beast
Fixes instead."
Of whom is this a description? Describe one of these transformations. What determined the kind of beast?
14. 6. "If he *could* go the Boy should go to-night."
Why was Luke allowed to go to the city?
What was his mother's attitude?
What did Michael hope from this sacrifice?
What was the outcome?
What was the effect on the old man?
Was Michael wrong in sending the boy away?

Or

14. 6. "But we were playmates, Luke; among these hills,
As well thou knowest, in us the old and young
Have played together, nor with me didst thou
Lack any pleasure which a boy can know."
Give in detail an account of the companionship referred to in this passage.
Give reasons why these two were such playmates.
5. 7. (a) Who composed the circle about the fire described in Snowbound?

Values.

- 8. (b) Write a character sketch of one of these.
- 3. (c) Of what did the house Library consist?
- 4. (d) Describe the contents of the village newspaper.

Or

- 6. 7. (a) Describe the incidents of the morning following the storm.
- (b) Explain the references in:
 - 3. "And *dread Olympus* at his will."
 - 2. "The *crazy Queen of Lebanon*."
 - 3. "To *spare* the *child* of *Abraham*."
 - 2. "Of Pisa's *leaning miracle*."
 - 2. "Of rare *Aladdin's wondrous cave*."
- 2. (c) What is an Idyll?
- 6. 8. (a) Relate the circumstances attending the two appearances of the King of the Golden River.
- 6. (b) "And the inheritance which had been lost by cruelty, was regained by love." Explain.
- 5. (c) Write a paragraph descriptive of Schwartz.

Or

- 6. 8. (a) Tell the story of the "Two Black Stones."
- 6. (b) "On it in large, breezy, long-legged letters, were engraved the words: 'South West Wind, Esquire'." What had the owner of this card done? What did he do further?
- 5. (c) Write a sketch of Gluck.
- 9. Quote:
 - 5. (a) My heart leaps up——
 - 5. (b) Brave hearts! to Britain's pride.
 - 6. (c) Any *one* of the following:
 - (1) And the stately Spanish men—(8 lines).
 - (2) There is a comfort in the strength of love—(12 lines).
 - (3) Alas for him who never sees—(9 lines).

GRADE IX.

COMPOSITION AND RHETORIC.

Time—Two hours.

EXAMINER: J. C. BUTCHART, B.A.

Values.

- 30. 1. Relate the story of the encounter between King Richard and Friar Tuck under the Greenwood Tree
 - (a) As King Richard might have told it.
 - (b) From the point of view of the Friar.
- 40. 2. Write a composition of twenty-five or thirty lines on *one* of the following subjects:
 - (i) The Trial of the Bow—The Odyssey.
 - (ii) The Dispersal of the Acadians—Evangeline.
 - (iii) The Trial of Rebecca—Ivanhoe.

Values.

30. **3.** You arrived in Alberta a few months ago to make your home here. Write a letter to a friend where you formerly lived, describing, with some detail, your new home and its surroundings.

GRADE IX.

ARITHMETIC AND MENSURATION.

Time—Three hours.

EXAMINER: C. SANSOM, B.A.

Values.

- 1.** On March 3, 1912, A gave B his note for \$450.00 for 6 months at 8 per cent. On April 6th B discounted this note at the bank at 8 per cent.
5. (a) Write the note.
10. (b) Find the proceeds.
5. (c) What rate of interest does the bank receive on the proceeds?
15. **2.** An agent sells 275 lbs. of butter for a farmer at 32 cents a pound. With the proceeds he buys tea at 50 cents per pound. How many pounds of tea will the farmer receive if the agent charges 3 per cent. commission for selling the butter and $4\frac{1}{2}$ per cent. commission for buying the tea?
15. **3.** A man wishes to sell a horse at a profit of $33\frac{1}{3}$ per cent.; he finally sells it for 10 per cent. less than the asking price and makes \$60.00. Find the price he first asked for the horse.
15. **4.** It is found that the simple interest on a certain sum at the end of 3 years 8 months is $\frac{11}{60}$ of the sum. Find the rate per cent.
13. **5.** Simplify:

$$\frac{.004 \div .0005}{2.423 + 3.576 + 2.0001911}$$
- 6.** A room is 21 ft. long, 15 ft. 6 in. wide, 10 ft. high. It contains 3 windows, each 6 ft. by 4 ft. 6 in. There are 4 doors, each 6 ft. 6 in. by 3 ft. 3 in. The fireplace is 6 ft. by 4 ft. A baseboard 9 in. deep runs around the walls.
8. (a) Find the cost of plastering the walls and ceiling at 21 cents per sq. yard.
7. (b) What will paper for the ceiling cost at 80 cents per single roll of 8 linear yards 18 in. wide?
7. **7.** (a) Find the radius of a sphere whose surface contains $78\frac{4}{7}$ sq. feet.
11. (b) The area of the lateral surface of a cone is 363 sq. feet, and its slant height is 54 feet. Find the radius of the base.
7. (c) How many acres are there in a field in the form of a trapezium, the parallel sides being 45 rods and 60 rods long, and the perpendicular distance between these sides being 36 rods?

Values.

12. 8. Alcohol being $\frac{4}{5}$ as heavy as water, find the number of kilogrammes of alcohol required to fill a tank measuring 1.5 m. by 3.2 m. by 80 cm.
10. 9. What is the least sum of money with which I can purchase a number of hogs at \$20 $\frac{4}{7}$, a number of cows at \$42 $\frac{2}{3}$, or a number of horses at \$72.00?
10. 10. 5 per cent. of the trees in a grove were removed; later 650 trees were destroyed by fire, and it was found that $\frac{3}{10}$ of the trees remained. How many trees did the grove originally contain?

GRADE IX.

BRITISH AND CANADIAN HISTORY.

Time—Two hours.

EXAMINER: G. W. GORMAN, B.A.

Values.

7. 1. (a) Describe the social and political conditions in England immediately before the Norman Conquest.
6. (b) What changes did the Conquest make in these conditions.
15. 2. Write a connected narrative showing clearly how each of the following operated as causes of the Peasants' Revolt of 1381:
- (a) The rise of the people and the growth of industries during the early part of the Hundred Years' War.
- (b) The Black Death.
- (c) The preaching of Wycliffe and Ball.
- (d) The Statute of Laborers.
- (e) The Poll Tax.
3. Describe the rise and progress of the middle classes during the Wars of the Roses;
10. Or
Discuss the chief characteristics of the History of the Middle Ages in England.
4. Write notes on *any three* of the following:
- (a) The Reforms of Alfred the Great.
- (b) The effects of the Crusades upon England.
12. (c) The Model Parliament.
- (d) The Causes of the Hundred Years' War.
- (e) William Caxton.
16. 5. Contrast the English and French colonies in America at the time of the outbreak of the Seven Years' War, as to: Government; system of land tenure; occupations of the people; and material progress.
10. 6. State the causes and mention the chief results of the Saskatchewan Rebellion of 1885.
12. 7. Give an account of the steps leading to Confederation.

Values.

12. 8. Write notes on *any three* of the following:

- (a) The causes of the War of 1812;
- (b) Lord Durham's Report;
- (c) The Washington Treaty;
- (d) The Pacific Scandal;
- (e) The "National Policy."

GRADE IX.

PHYSICAL SCIENCE.

Time—Two hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

NOTE.—100 marks a full paper. Candidates may select either question 10 or 11.

Values.

1. 1. (a) Define and give examples of each of the following:
 2. (i) Measure of a quantity,
 2. (ii) A fundamental unit,
 2. (iii) A derived unit.
1. (b) Define:—
 1. (i) Weight of a body,
 1. (ii) Mass of a body,
 1. (iii) Density of a body.
7. 2. A rectangular box 50 cm. long, 2 dm. wide and 100 mm. deep, internal measurement, is full of water at a temperature of 4° C.
3. Find the volume of the water in the box in litres, and its weight in kilograms.
6. 3. (a) The density of alcohol is 0.8 and of sulphuric acid is 1.85. How many c.c. of alcohol will weigh as much as 40 c.c. of sulphuric acid?
6. (b) A piece of copper having a volume of one cubic decimetre weighs 8.9 kgm.; find its density in grams per c.c.
2. 4. (a) Define Specific Gravity.
6. (b) A piece of iron weighs 71.3 grams in air and 61.3 grams when immersed in water; find the volume and specific gravity of the iron.
9. 5. (a) Describe and explain an experiment to find the amount of pressure exerted by the atmosphere. Use a drawing for the purpose of explanation.
1. (b) On a certain day the barometer reading was 27.5 in. How high a column of water would the atmosphere sustain, the density of mercury being 13.7 times that of water?
6. 6. (a) State Boyle's Law.
6. (b) The volume of a given mass of gas under a pressure of 760 mm. of mercury and a constant temperature is 250 litres; find its volume when the pressure is 500 mm. of mercury.

Values.

4. **7.** Make a neat drawing of a common form of force pump and explain its structure and action.
3. **8.** (a) Define velocity and distinguish between velocity and speed.
6. (b) A body when first observed was moving with a velocity of 20 yards per minute, but 5 minutes later it had a velocity of 320 yards per minute; express its acceleration in feet per second.
2. **9.** (a) State Newton's first law of motion.
2. (b) Apply the principle of the law to explain:
 2. (i) The motion of a curling stone on the ice;
 2. (ii) The flying of mud from a moving buggy wheel;
 2. (iii) A marble rolled on the floor comes to rest before it strikes the wall;
 2. (iv) A bullet fired from a rifle placed in a horizontal position finally strikes the ground.
- 10.** A rigid rod of uniform size, having weights of 10 lbs. and 30 lbs. attached to its ends, is balanced in a horizontal position over a steel support with a knife edge; if the rod be 8 ft. long and its weight be neglected, how far from the 30 lb. weight must the support be placed?
10.

Or

11. The diameter of the axle of a windlass is 6 in. and the length of the crank on its end is 2 ft.; what force must be exerted on the crank to raise a weight of 600 lbs.?

$$O_r$$

- 11.** The diameter of the axle of a windlass is 6 in. and the length of the crank on its end is 2 ft.; what force must be exerted on the crank to raise a weight of 600 lbs.?

GRADE IX.

BOTANY AND ZOOLOGY.

Time—Two hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

NOTE.—Candidates must make a pass on each of the parts A and B of this paper.

A

Values.

2. 1. (a) A bean has been soaked in water for twenty-four hours. Describe its external features.
4. (b) Remove the seed coats, draw and name all the parts observed.
3. (c) What conditions are necessary that germination of seeds may take place?
4. (d) Name two important food materials found in the seed of the wheat and tell how to detect each of them.
2. (e) How is the plant food stored in the corn and bean seeds with respect to the embryo?
3. 2. (a) State the chief uses of the roots of the plants.
3. (b) Define and give examples of fibrous roots, tap roots and aerial roots.

Values.

3. **3.** (a) Give examples of food storage in the different parts of plants.
5. (b) Show clearly the importance of the storage of food to the bulb-bearing plants.
3. **4.** (a) What are the essential organs of a flower and why are they so considered?
1. (b) Of what value are brightly coloured flowers to plants?
9. (c) Describe at least three interesting devices for bringing about pollination in plants.
8. **5.** Describe, and illustrate by examples, the different ways in which plants scatter their seeds.
1. **6.** (a) Give a botanical definition of a fruit.
6. (b) Define and give an example of each of the following fruits: berry, silique, pepo, accessory fruit, samara, capsule.

B

- 7.** Describe the grasshopper under the following headings:
 1. (a) The outside covering or exoskeleton.
 2. (b) Body regions.
 3. (c) Limbs.
 2. (d) Wings.
 2. (e) Appendages of the head.
 2. (f) Power of hearing.
 3. (g) Method of breathing.
 6. (h) Adaptability of structure to habits of life and self-protection.
3. **8.** (a) Point out similarities of structure between the wasp and the grasshopper.
4. (b) Show how each of the following insects differ in structure from the grasshopper:—Yellow butterfly and house fly.
4. (c) Name the order of insects to which each of the examples named in (b) belongs and state why they are so classified.
8. **9.** (a) Sketch the life history of the cutworm.
3. (b) Where may the cutworm be found during each of its stages of development?

GRADE IX.

ALGEBRA.

*Time—Two and
one-half hours.*

EXAMINER: C. SANSOM, B.A.

Values.

10. **1.** Define and give an example of each of the following:
Exponent, like term, monomial expression, homogeneous expression, irrational quantity.

Values.

2. Express in words the following identities:
3. (a) $(a+b)(a-b) = a^2 - b^2$.
3. (b) $a^3 - b^3 = (a-b)(a^2 + ab + b^2)$.
3. (c) $(a-b)^3 = a^3 - b^3 - 3ab(a-b)$.
7. 3. Find the value of
- $$(5a-3b)(a-b) - b \left\{ 3a-c(4a-b) - b^2(a+c) \right\}$$
- when $a=0$, $b=-1$, $c=\frac{1}{2}$.
6. 4. (a) The length of a room which is x feet high is y feet greater than the height and the breadth is y feet less than the height. How many yards of carpet z inches wide will be required for the floor?
6. (b) Express in feet per second a velocity of x miles per hour.
7. 5. (a) Divide $192 - x^4 + 128x + 4x^2 - 8x^3$ by $16 - x^2$.
7. (b) If $A=4x-5y-3z$, $B=x+y-3z$, $C=-2x+y+z$, find the value of $2A-3B+C$ in terms of x , y , z .
6. Factor the following expressions:
4. (a) $y^3 - y^2 + y - 1$.
4. (b) $88 + 19x + x^2$.
4. (c) $8a^3 - 125b^3$.
4. (d) $1 - (a-b)^4$.
7. Solve the following equations:
6. (a) $\frac{4(x+2)}{3} - \frac{6(x-7)}{7} = 12$.
6. (b) $26x + 42y = 33$.
 $39x + 28y = 44$.
8. Take *any two* of the following problems:
10. (a) Seven years ago a man was four times as old as his son: seven years hence he will be only double his age. Find the age of each.
10. (b) Wheat is worth four times as much per bushel as oats; I sell 840 bus. of wheat and 620 bus. of oats and realize \$955.20 on the whole. Find the price of each per bushel.
10. (c) The difference of the squares of two numbers is 56 and the difference of the numbers is 4. Find the numbers.

GRADE IX.

GRAMMAR.

Time—Two hours.

EXAMINER: G. W. GORMAN, B.A.

It is a celebrated thought of Socrates that, if *all* the misfortunates of mankind were cast into a public stock, those who now think themselves most unhappy would prefer the share they are already possessed of before that which would fall to them by such a division. Horace has

Values.

- carried this thought a great deal further by *implying* that the hardships or misfortunes that we lie under are *more* easy for us than those of any other person *would* be.
20. **1.** (a) Analyze the foregoing passage to show the kind and relation of the clauses which compose it.
 12. (b) Select the pronouns in the foregoing passage and classify them, giving reasons for your classification.
 5. (c) Parse the words in italics.
 4. **2.** (a) Write the plurals of: piano, woman-servant, cupful, deer.
 3. (b) Write the possessive of: Eaton & Co., Harper Bros., Mrs. Jones.
 3. (c) Write the possessive plurals of: wolf, countess, Miss Smith.
 4. (d) Compare the following words when used as adjectives: many, beautiful, happy, round.
 4. (e) Write sentences using correctly the two plurals of die and index.
 10. **3.** Fill each blank with "who" or "whom" and give a reason in each case for your choice:
 - (1) She is a girl. I know is trustworthy.
 - (2) We recommend only those. we can trust.
 - (3) We like to be with those. we love and. we know love us, let them be. they may.
 1. **4.** (a) What are the "principal parts" of a verb?
 - (b) Change the italicized verbs in the following sentences to the past perfect tense:
 2. (1) The catcher often *throws* the ball to second base.
 - (2) The river *overflows* its banks.
 2. (c) Change to the future perfect tense:
 - (1) I *wake* before seven o'clock.
 - (2) You *did* your work well.
 4. **5.** (a) Which of the following sentences are incorrect, why?
 - (1) I will be twelve in December.
 - (2) How will I send the package?
 - (3) Shall we go tomorrow?
 - (4) If I do not hurry I will be late.
 4. (b) Give rules for the correct use of shall and will in interrogative sentences.
 2. **6.** (a) Define "Mood."
 8. (b) State *four* uses of the Subjunctive mood and construct sentences to illustrate these uses.
 12. **7.** Classify and point out clearly the grammatical relations of the italicized words in the following:
 - (1) The girls *sitting* in the back seat wish *to know* when you will have time to assist them in *solving* a problem.
 - (2) *There* is not a wife in the West Country *but* has heard of the Well of St. Keyne.
 - (3) The paths of glory lead *but* to the grave.
 - (4) They roughed *it* for three weeks.

GRADE IX.
GEOMETRY.

Time—Two and one-half hours. EXAMINER: J. A. FIFE, B.A., M.Sc.

Values.

1. **1.** Define and illustrate each of the following:
 1. (a) An angle.
 1. (b) A perpendicular.
 1. (c) The complement of an angle.
 1. (d) A straight angle.
 1. (e) An axiom.
 1. (f) A corollary.
 1. (g) A problem.
 1. (h) A theorem.
 1. (i) Vertically opposite angles.
 1. (j) Congruent triangles.
11. **2.** Prove that if two angles of a triangle be equal the sides opposite to them are also equal. 1-3.
9. **3.** On the same side of the straight line AB the two triangles ACB and ADB have $AC=BD$ and $AD=BC$, and AD and BC meet in E. Show that $AE=BE$.
12. **4.** If two triangles have two angles of one equal to two angles of the other, each to each, and therefore the third angles in each equal, and a side of the first equal to the corresponding side of the other, the triangles are equal in all respects. 1-7.
4. **5.** (a) When is a triangle fixed and determinate?
4. (b) Prove that the perpendicular from the vertex of an isosceles triangle to the base, bisects the base and the vertical angle.
12. **6.** To draw a perpendicular to a given straight line of unlimited length, from a given point not in the line. 1-12.
7. **7.** If a straight line PQ be bisected at R and RS be drawn perpendicular to PQ, prove that any point in RS is equidistant from P and Q; hence find the locus of a point which is equidistant from two other fixed points.
12. **8.** If from the ends of one side of a triangle there be drawn two straight lines to a point within the triangle, these two straight lines are together less than the sum of the two other sides of the triangle. 1-15.
6. **9.** The perpendicular is the shortest line that can be drawn
3. from a given point to a given line; and a line nearer to the perpendicular is less than one more remote.

GRADE IX.
GEOGRAPHY.

Time—Two hours.

EXAMINER: G. W. GORMAN, B.A.

Values.

11. **1.** Explain as clearly as possible, the causes of the changes in seasons, and in the length of day and night. (Drawings may be used to illustrate.)
10. **2.** Write a note on volcanoes, referring to their characteristics, causes, distribution and effects.
- 3.** Draw an outline map of Canada showing the five physical divisions, viz. :
 - (1) The Acadian Region (South Eastern Area).
 - (2) The lowlands of the St. Lawrence (South-Western area).
 22. (3) The Laurentian Plateau.
 - (4) The Great Central Plain.
 - (5) The Mountain Region.
16. **4.** Compare the Great Central Plain of Canada with the Argentine Republic, as to (a) surface, (b) climate, (c) products, (d) trade routes.
6. **5.** (a) Name and locate three forest regions of Canada.
3. (b) Name one city in each region where lumber is manufactured.
2. (c) To what countries does Canada export lumber?
10. **6.** By comparison with existing trade routes point out the commercial advantages of the Panama Canal to Great Britain *and* her colonies.
10. **7.** Mention the chief sources of the world's supply of: coffee, silk, cotton, rubber, tobacco.
- 8.** Write brief explanatory notes on *any two* of the following:
 - (1) Standard Time, and time belts in Canada.
 10. (2) Vulcanism.
 - (3) The Nebular Theory.

GRADE IX.

LATIN.

Time—Two and one-half hours.

EXAMINER: W. H. ALEXANDER.

Values.

- 1.** Decline the following combinations throughout both numbers:
 6. (a) quidam vir prudens;
 6. (b) hoc melius consilium.
- 2.** (a) Give the comparisons of the Latin adjectives corresponding to the following:—fortunate, wise, sharp, unhappy, small.

Values.

10. (b) Form adverbs from these adjectives and compare the adverbs thus formed.
3. Write down in latin the following verb-forms and place opposite them their English meaning:
- (a) the perfect infinitive of *sum*;
 - (b) the 3d sing. pluperf. indic. of *sum*;
 - (c) the 3d plur. perf. indic. active of *laudo*;
 - (d) the genitive of the gerund of *laudo*;
20. (e) the 1st plur. pres. subj. active of *moneo*;
- (f) the 3d plur. imperf. indic. passive of *moneo*;
 - (g) the present infinitive passive of *rego*;
 - (h) the 2d sing. fut. indic. active of *rego*;
 - (i) the 1st sing. pluperf. subj. active of *audio*;
 - (j) the 3d sing. imperf. subj. passive of *audio*;
4. Translate into English:
- (a) Boves duo carrum per viam impeditam trahebant. Rotae strepitum ingentem subito ediderunt; quibus.
5. "O stultae!" exclamat auriga, "cur tandem vos gemitis, at illi qui trahunt, tacent?"
- (b) Equus olim qui cum cervo contendebat, auxilium hominem rogavit. "Primum" inquit homo. "me patere frenum in ore tuo ponere et in tergum ascendere." Equus veniam dat, et soci novi auxilio hostem vincit. At nimio pretio victoriam adeptus est, namque libertatem suam recuperare frustra conabatur.
10. (c) Cæsar, imperator Romanus, primus Britanniam invaist. Incolæ diu et fortiter impetum eius sustinebant; Romani tamen eos tandem vicerunt. Multos annos bene et sapienter insulam regebant; multas etiam et utiles artes Britanni ab eis docti sunt.
- 8.
5. Translate into Latin:
- (a) Within one hour the legions had conquered the forces of the Germans.
5. (b) Part of his army he has left in the town; with the remaining part he will hurry into Gaul by forced marches.
5. (c) Nothing was ever heard regarding my brother's death.
5. (d) There is great peril in many leaders; let one man rule the Roman people.
5. (e) May there be lasting friendship between you and us!

GRADE IX.

FRENCH GRAMMAR, COMPOSITION AND AUTHORS.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours.

Values.

1. Write out in full:
10. (a) the present indicative of: *chanter*; *saisir*; *perdre*; *avoir*; *être*.

Values.

10. (b) the past definite of: *arriver*; *pâlir*; *vendre*; *avoir*; *être*.
2. Translate into French:
3. (a) Some bread; some water; some meat.
2. (b) We had no books.
2. (c) Have you any good cheese?
3. Translate into French:
2. (a) Where is your brother going?
2. (b) There he is!
2. (c) This gentleman is the cousin of that lady.
2. (d) A big white cow.
2. (e) Which pen do you want?
4. Translate into French:
4. (a) The man we met at the station was my uncle's coachman.
4. (b) The beggar to whom we have given the money was once a soldier.
4. (c) When the sermon was finished the collection was taken up.
4. (d) Have you not gone to bed yet?
4. (e) I am very sorry that you are not feeling well. How long have you been indisposed?
5. Translate into English:
23. Comme il approchait du jardin il apercut à la brune un jeune soldat monté sur un de ses plus beaux pruniers, et qui faisait tranquillement la récolte du bien d'autrui. Le fermier arma son fusil pour tuer le voleur; mais il réfléchit.
- J'ai payé cent écus, pensa-t-il, pour apprendre qu'il ne faut pas dépenser toute sa colère en un jour. Attendons à demain, mon voleur viendra.
- Il prit un détour pour entrer dans la maison par un autre côté et comme il frappait à la porte voilà le jeune soldat qui se jette dans ses bras en criant:
- Mon père, j'ai profité de mon congé pour vous surprendre et vous embrasser.
- Le fermier dit alors à sa femme:
- Ecoute maintenant ce qui m'est arrivé, tu verras si j'ai payé trop cher mes trois avis.
- Il lui conta toute l'histoire; et comme le pauvre marchand fut pendu, quoiqu'il pût faire, le fermier se trouva l'héritier de cet imprudent. Devenu riche, il répétait tous les jours qu' on ne paye jamais trop cher un bon conseil, et, pour la première fois sa femme était de son avis.
4. (a) *Il lui conta toute l'histoire*: Relate concisely the story referred to.
3. (b) *quoi qu'il pût faire*: Explain the mood of *pût*.
- (c) Translate into French:
2. 1. He approached the soldier.
2. 2. She entered the garden.
2. 3. There you are!
2. 4. Have you paid for the house?
2. 5. Let us hear what happened to you.

GRADE IX.

GERMAN GRAMMAR AND AUTHORS.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours.

Values.

20.
 1. Decline in full:
 - (a) der Vater
 - (b) dieses Haus
 - (c) jene Strasse
 - (d) welche Hand
 - (e) mein Bruder
 - (f) die Frau
 - (g) Ihr Pferd
 - (h) deine Schwester
 - (i) unser Wald
 - (j) das Fenster
 2. Translate into German:
 2. (a) You are to come home at once.
 3. (b) We have had to work hard.
 2. (c) He is going to fetch the water.
 2. (d) She is permitted to remain here.
 2. (e) Would you not like to be there?
 3. Distinguish, with examples, the use of:
du, ihr, and Sie as pronouns of address.
 4. Translate into German:
 3. (a) We shall be a long time away from home.
 3. (b) He intends to go to Montreal at the beginning of April.
 4. (c) Please be kind enough to place the book on the table.
 3. (d) There are two chairs beside the window.
 4. (e) My cousin is ashamed of his friend, and now is depending upon himself.
 3. (f) Yesterday we saw our cousins and their dogs.
 3. (g) Charles, what are you giving to the child?
 3. (h) Do the hat and cane cost as much as that ring?
 3. (i) Has the book which was lost been found?
 5. Translate into English:
 25. "Es war gestern in der Morgendämmerung," dieses sind des Mondes Worte, "noch rauchte kein Schornstein in der groszen Stadt, und es waren gerade die Schornsteine, die ich betrachtete. In diesem Augenblick kroch aus einem derselben ein kleiner Kopf heraus, und dann, der halbe Körper, die Arme ruhten auf dem Rande des Schornsteins," 'Hiob! Hiob!' "Es war ein kleiner Schornsteinfegerjunge, der zum erstenmal in seinem Leben durch einen Schornstein gekrochen war, und den Kopf darüber herausgesteckt hatte. 'Hiob! Hiob!' Ja, das war freilich etwas anderes, als in den dunkeln und engen Kaminen herumzukriechen! Die Luft wehte so frisch, er konnte über die ganze Stadt hinweg nach dem grünen Walde sehen; die Sonne ging eben auf; rund und grosz schien sie ihm gerade ins Gesicht, welches von

Values.

- Seligkeit strahlte, wenn es auch durch Ruzs recht hübsch geschwärzt war.”
8. (a) Write out in full the present indicative of the following verbs occurring in the preceding passage:
war; betrachtete; kroch; ruhte; herausgesteckt; konnte; ging; schien.

GRADE X.

ENGLISH LITERATURE.

Time—Three hours.

EXAMINER: G. FRED McNALLY, M.A.

Values.

N.B.—All candidates must write on the A part of this paper. Candidates may elect to write on *either B or C*, but not both. The attention of candidates is also directed to the fact that an option is allowed in questions 2 and 5 in A part of the paper.

A

11. 1. What love stories does the Play “As You Like It” contain? In which of these is the main plot found? What part do the others play in the advancement of the story?
2. Mrs. Jameson says: “Rosalind has in truth no doublet and hose in her disposition.” Discuss this statement, illustrating your answer by particular references to the Play.

10.

Or

Write a character sketch of Rosalind.

3. “They say he is already in the *forest of Arden*, and a many *merry men with him*; and there they live like the *old Robin Hood of England*, and *flee the time carelessly as they did in the golden world*.”
3. (a) Who is meant? How did they come to be there?
5. (b) Explain the phrases in italics.
4. (c) Write a note on Jacques.
4. Name the speaker and locate exactly in the Play:
3. (a) “I will scarce think that you have swam in a gondola.”
3. (b) “One man in his time plays many parts.
His acts being seven ages.”
3. (c) “For in my youth I never did apply
Hot and rebellious liquors in my blood,
Therefore my age is a lusty winter
Frosty but kindly.”
3. (d) “Sweet are the uses of adversity
Which like the toad, ugly and venomous
Wears yet a precious jewel in his head.”
3. (e) “Thou art not the fashion of these times,
Where none will sweat but for promotion,
And having that, do choke their service up
Even with the having.”

Values.

12. 5. "At that moment Godfrey felt all the bitterness of an error that was not simply futile but had defeated its own end." Show in some detail what this error had been. How had it defeated its own end? Was his punishment just? Explain fully.

Or

12. 5. Compare and contrast the characters of the brothers Godfrey and Dunstan Cass.
10. 6. What inducements were offered to cause Eppie to desert Silas Marner? What reasons did she give for her choice? Give your opinion of her decision.
8. 7. (a) Write a sketch of the Spectator's Club and its members.
8. (b) Give Sir Roger de Coverley's views on Party Spirit. Show that these opinions are equally true today.
8. Quote:
6. (a) The Coronach.
5. (b) Milton! Thou should'st be living at this hour.
5. (c) Any ten lined speech of Duke Senior, Jaques or Rosalind.

B

THE LADY OF THE LAKE.

12. 9. "Just as the minstrel sounds were stayed,
A stranger climb'd the steepy glade;
His martial step, his stately mien,
His hunting suit of Lincoln green,
His eagle glance, remembrance claims."
Who is meant? Whereabouts is the stranger?
Account for his being here.
Describe briefly his return as far as Coilantogle Ford.
10. "O! could I point a place of rest!
My sovereign holds in ward my land,
My Uncle leads my vassal band:
To tame his foes, his friends to aid,
Poor Malcolm has but heart and blade.
Yet, if there be one faithful Graeme,
Who loves the chieftain of his name,
Not long shall honour'd Douglas dwell,
Like hunted stag in mountain cell;
Nor, ere yon pride-swoll'n robber dare,—
I may not give the rest to air!
Tell Roderick Dhu, I owed him nought,
Not the poor service of a boat,
To waft me to yon mountain-side."
Then plunged he in the *flashing tide*.
6. (a) Write a sketch of the speaker.
4. (b) Write notes on the italicized parts.
3. (c) "Pride-swollen robber." Who is meant? Why is he so described?
6. 11. (a) Give reasons why the poet introduced Blanche of Devan and John of Brent.

Values.

5. (b) Write a general comment on the introductory stanzas to each Canto.
5. (c) Describe the scene in the Court room at Stirling.
7. **12.** Sketch any scene in the poem which gives a picture of the home life of a Scottish family.

C

MARMION.

12. **9.** "Now, saintly Palmer, mark my prayer;
I give this packet to thy care,
For thee to stop they will not dare;
And O! with cautious speed,
To Wolsey's hand the papers bring,
That he may show them to the King."

What does the packet contain?
What will probably happen if it reaches the King?
Describe in some detail the life of the Palmer before he becomes Marmion's guide.
What befell him at Tantallon Castle?

13. **10.** And "Bid," in solemn voice she said,
Thy master, bold and bad,
The records of his house turn o'er,
And, when he shall there written see,
That one of his own ancestry
Drove the Monks forth of Coventry,
Bid him his fate explore:
Prancing in pride of earthly trust,
His charger hurl'd him to the dust,
And, by a base plebeian thrust,
He died his band before.
God judge 'twixt Marmion and me;
He is a chief of high degree,
And I a poor recluse;
Yet oft, in Holy Writ we see
Even such weak minister as me
May the oppressor bruise:
For thus, inspired, did *Judith slay*
The mighty in his sin,
And Jael thus, and Deborah—"
Who is the speaker? Of what circumstances is she speaking?
Sketch the part played by her in the poem.
Explain the italicized parts.

6. **11.** (a) Why did the poet introduce Constance de Beverley and Sir David Lindesay?
5. (b) Write a general comment on the introductory stanzas to each Canto.
5. (c) Describe the departure of Marmion from Tantallon.
7. **12.** Sketch any scene in the poem which gives a good picture of Scottish life.

GRADE X.

COMPOSITION AND RHETORIC.

Time—Two hours.

EXAMINER: J. C. BUTCHART, B.A.

Values.

1. "A description should lay emphasis on some one object or on a single impression."
10. "It is impossible to note every detail in any scene, you must omit the larger part of them. Selection, then, is unavoidable."
What principle should govern the selection?
Show, in detail, how this principle is adhered to in the following:
15. "Generally it was a fierce mountain pony that he rode; and it was worth while to cultivate the pony's acquaintance, for the sake of understanding the extent to which the fiend can sometimes incarnate himself in a horse. I do not trouble the reader with any account of his tricks, and drolleries and scoundrelising; but this I may mention, that he had the propensity ascribed many centuries ago to the Scandinavian horses for sharing and practically asserting his share in the angry passions of a battle. He would fight, or attempt to fight, on his rider's side, by biting, rearing and suddenly wheeling about for the purpose of lashing out when he found himself within kicking range. This little monster was coal-black; and in virtue of his carcass, would not have seemed very formidable; but his head made amends—it was the head of a buffalo, or of a bison, and his vast jungle of mane was the main of a lion. His eyes, by reason of this intolerable and unshorn mane, one did not often see, except as lights that sparkled in the rear of a thicket; but, once seen, they were not easily forgotten, for their malignity was diabolic."
2. Write a composition on *one* of the following subjects:
 - (i) The Defence of the Bridge,—*Horatius*;
 40. (ii) The Loss of Richard's Standard,—*The Talisman*;
 - (iii) Indian Character,—*Parkman*.
3. (i) While out driving you were overtaken by a terrific thunder-storm. Tell your experiences and describe the storm.
35. *Or*
- (ii) While out boating you were overtaken by a storm. The boat capsized. Tell in detail what happened.

Values.

7. (b) Boston is in Longitude $71^{\circ} 03' 06''$ W., but uses the standard time of the 75th meridian. What is the difference between the standard time and the true time in Boston?

GRADE X.

HISTORY.

Time—Two and one-half hours. EXAMINER: G. W. GORMAN, B.A.

Values.

1. Write notes on:
 - (a) Religion of the Hebrews;
 - (b) The Caste System of India;
 - (c) Phoenician commercial enterprise as an agency for the spread of culture.
15. 2. Describe the Greek National Games with respect to the following:
 2. (a) The chief games held;
 3. (b) The nature of the contests;
 3. (c) Prizes and honors;
 4. (d) Important influences of these games.
12. 3. Relate the story of the Sicilian Expedition and discuss the effects of the failure of this expedition on the later history of Athens and Sparta.
7. 4. (a) Give a careful comparison of Rome and Carthage immediately before the outbreak of the Punic Wars.
9. (b) Write an account of the exploits of Hannibal during the war with Rome.
10. 5. (a) Describe the social and political evils in the Roman Republic which the Gracchi tried to remedy.
5. (b) Discuss briefly the effects of the reforms of Gaius Gracchus.
6. Write careful notes on *any two* of the following:
 - (a) The rise of Party Government in England;
 - (b) The English East India Company;
 12. (c) The Methodist Revival;
 - (d) The Indian Mutiny.
9. 7. (a) Give an account of the struggle for Parliamentary reform which resulted in the passing of the Reform Bill of 1832.
5. (b) What changes were brought about by this Bill?
4. (c) Mention other important reforms brought about in the reign of George IV. and William IV.

GRADE X.

PHYSICAL SCIENCE.

Time—Two hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

NOTE.—100 marks a full paper. Candidates may select either questions 10 or 11.

Values.

1. **1.** The velocity of a body increases at the rate of 5 ft. per second each second.
1. (a) What name is given to the "5 ft. per second each second"?
5. (b) Find the velocity of the body at the end of 20 seconds.
- 2.** An engine used in unloading coal from a steamer hoists 60 buckets per hour, each containing $1\frac{1}{2}$ tons, to a height of 66 ft.
7. (i) What amount of effective work is done by the engine in two hours?
2. (ii) Express the rate of working of the engine in horse power.
2. **3.** A weight of 1000 pounds is lifted by using one fixed and one movable pulley. Make a drawing to show the arrangements of the pulleys and calculate the force necessary to lift the weight.
- 7.
3. **4.** (a) State Pascal's principle.
7. (b) A strong closed cylinder filled with water has two circular pistons connected with it which are respectively 4 cm. and 16 cm. in diameter. What load on the larger piston will a load of 22 grams on the smaller one support?
8. **5.** The volume of a given mass of gas at a pressure of 100 lbs. and a temperature of 20°C . is 400 litres; find its volume under a pressure of 620 lbs. and a temperature of 30°C .
2. **6.** (a) Define the "calorie."
7. (b) If 150 grams of water at 24°C . be mixed with 110 grams at 68°C ., what will be the temperature of the mixture?
- 2+2. **7.** (a) Define Specific Heat and Heat of Fusion.
8. (b) Describe an experiment to find the heat of fusion of ice.
2. **8.** (a) What is meant by "heat of vaporization"?
7. (b) How much heat is necessary to convert 15 grams of ice at 0°C . to steam at 100°C .?
(Heat of fusion of ice—78 calories.)
(Heat of vaporization of water—535 calories.)
6. **9.** (a) Show, using a drawing, how the principle of "convection" applies in heating rooms by a hot air furnace.
- (b) Give a concise explanation of the principle involved in each of the following:

Values.

- 2. (i) The use of storm windows in a house.
- 2. (ii) Covering steam pipes with asbestos.
- 2. (iii) Wearing woolen undergarments in winter.
- 2. (iv) Sprinkling the floor with water on a hot day.
- 4. **10.** (a) Describe, using a drawing, a simple form of voltaic cell.
- (b) Using the voltaic cell, explain the terms—
 - 2. (i) Electric circuit,
 - 2. (ii) Electrolyte,
 - 2. (iii) Electric potential,
 - 2. (iv) Positive electrode,
 - 2. (v) Electro-motive force.

Or

- 7. **11.** (a) Given a bar magnet and some pieces of soft iron wire. Show how you could illustrate the principle of magnetic induction.
- 7. (b) Describe an experiment to show how the magnetic needle may be used to detect the presence and comparative strengths of electric currents.

GRADE X.

BOTANY AND ZOOLOGY.

Time—Two and one-half hours. EXAMINER: J. A. FIFE, B.A., M.Sc.

Values.

NOTE.—Candidates must make a pass on each of the parts "A" and "B" of this paper.

A

- 3. **1.** (a) Describe, as to form, the corollas of the different kinds of flowers found in the flower clusters of the dandelion and the sunflower.
- 4. (b) Make a drawing of the dandelion flower about two inches long clearly showing its four organs.
- 2. (c) What is peculiar about the calyx and stamens of the dandelion flower?
- 3. **2.** (a) Explain what is meant by a plant society.
- 9. (b) Describe one plant society which you have observed naming the plants which were members of it and giving reasons why such plants are associates.
- 1. **3.** (a) Why do plants climb?
- 6. (b) Give an account of the different ways in which plants climb, illustrating by examples.
- 2. **4.** (a) State the different ways in which leaves are arranged on plants.
- 6. (b) Show the importance of leaf arrangement to the well-being of the plant.

Values.

6. 5. Classify leaves as to their venation and make drawings to illustrate.
2. 6. (a) Define a botanical fruit.
7. (b) Give the botanical name of the fruit produced by each of the following plants, and state the chief characteristics of each kind:
- (i) buttercup,
 - (ii) cherry tree,
 - (iii) bean,
 - (iv) raspberry,
 - (v) strawberry,
 - (vi) apple tree,
 - (vii) potato vine.

B

9. 7. State the chief structural characteristics of vertebrate animals.
8. (a) Describe the gopher under the following heads:
- (1) Habits of life.
 - (2) Suitability of structure of organs to its needs.
 - (3) Kind of food it requires.
6. (b) Discuss the gopher from the point of view of its usefulness or injury to the farmer and suggest methods for its preservation or destruction.
4. 9. (a) Sketch the life history of the frog.
7. (b) Write a note on the economic value of frogs.
2. 10. (a) Name six different kinds of birds found in Alberta and state clearly how you would identify each kind.
9. (b) Mention the food commonly eaten by each bird which you have named in (a) and show how each is adapted in form and structure for securing its food.
3. (c) Give your reasons for protecting or destroying the birds named in (a).

GRADE X.

ALGEBRA.

Time—Three hours.

EXAMINER: C. SANSOM, B.A.

Values.

3. 1. (a) Distinguish between an equation of condition and an identical equation.
3. (b) Define simultaneous equations.
3. (c) What is meant by solving an equation?
4. (d) State the four axioms upon which the process of solving any simple equation depends.
6. (e) Indicate briefly how to solve the equations:
 $3x + 4z = 18$, $x + 2z = 8$, for x and z in three different ways.

Values.

2. Solve the following equations:

$$10. \quad (a) \quad x - \left(3x - \frac{2x-5}{10} \right) = \frac{1}{6}(2x-57) - \frac{5}{3}.$$

$$10. \quad (b) \quad \frac{4}{x} + \frac{27}{y} = 42, \quad \frac{14}{x} - \frac{15}{y} = 1.$$

3. Factor the following expressions:

$$4. \quad (a) \quad 6x^2 - 16xy - 6y^2.$$

$$4. \quad (b) \quad (x^2 + 5xy + y^2)^2 - (x^2 - xy + y^2)^2.$$

$$4. \quad (c) \quad (a+b)^2 - 2c(a+b) - 3c^2.$$

$$4. \quad (d) \quad 4(x-y)^3 - x + y.$$

$$4. \quad (e) \quad x^6 - y^6.$$

$$4. \quad (f) \quad x^4 + x^2y^2 + y^4$$

4. Find the value of

$$\frac{4y}{5}(y-x) - 35 \left[\frac{3x-4y}{5} - \frac{1}{10} \left\{ 3x - \frac{5}{7}(7x-4y) \right\} \right]$$

when $x = -\frac{1}{2}$ and $y = 2$.

5. (a) Find the L.C.M. of

$$x^3 - y^3, \quad 3x^2 + 2xy - y^2, \quad x^3 - x^2y + xy^2.$$

5. (b) Find the H.C.F. of

$$2x^3 + 4x^2 - 7x - 14, \quad 6x^3 - 10x^2 - 21x + 35.$$

6. Simplify:

$$\left(1 - \frac{ab}{a^2 - ab + b^2} \right) \left(1 - \frac{ab}{a^2 + 2ab + b^2} \right) \div \frac{a^3 - b^3}{a^3 + b^3}.$$

7. A boy found he had one dollar left after he had spent half of his money in one shop, one-third of the remainder in a second, and one-fifth of what was still left in a third. How much money had he at first?

8. In a bag containing black and white balls, half the number of white is equal to one-third the number of black; and twice the whole number of balls exceeds three times the number of black balls by 4. How many balls did the bag contain?

GRADE X.

GRAMMAR.

Time—Two and one-half hours. EXAMINER: G. FRED McNALLY, M.A.

N.B.—The attention of candidates is particularly directed to the fact that an option is allowed in questions 3, 7 and 8. One of the parts only, in these questions is to be attempted.

Values.

1. In some far-away and yet undreamt-of hour, I can *even* imagine that England may cast all thoughts of possessive wealth back to the barbaric nations among whom they

Values.

first arose, and that, *while* the sands of the Indus and the adamant of Golconda may yet stiffen the housings of the charger and flash from the turban of the slave, she, *as* a Christian mother, may at *last* attain to the virtues and treasures of a heathen *one*, and be able to lead forth her sons, *saying*, "*These* are my jewels."

12. (a) Write out the clauses in the above extract. Give the kind and relation in each case.
8. (b) Classify and give the relation of the words in italics.
12. **2.** Distinguish inflection, derivation and composition as a means of adding new word-forms to our language. Give examples.
- 3.** Construct sentences to illustrate the following:
 - (a) 3rd person plural past indefinite emphatic;
 - (b) 1st person plural present perfect progressive;
 10. (c) 3rd person singular present indefinite negative;
 - (d) 2nd person singular future perfect progressive;
 - (e) 2nd person plural past perfect interrogative.

Or

Construct sentences to illustrate the use of all the participles, active and passive, of the verbs—choose and read.

5. **4.** (a) Write in the *direct* form the following passage:
 "Socrates inquired of them what that strange outcry was. He reminded them that he had sent the women away mainly in order that they might not offend in that way; for he had heard that a man should die in peace. He begged them therefore to be quiet and have patience."
5. (b) Write in the *indirect* form the following passage:
 The teacher became very angry with the student and said, "Why have you again disturbed the class in this way? I have told you before, that when I am speaking, you should be silent. Leave the room and do not return again today."
12. **5.** Give the precise function and relation of the words in italics:
 - (a) He looks *like me*.
 - (b) He sat till *now*.
 - (c) This field is five *acres* larger than yours.
 - (d) She went out *crying*.
 - (e) I found the grocer *honest*.
 - (f) The sun shines *bright*.
 - (g) Ask at the house next *above*.
8. **6.** Comment on the phrases in the following sentences as to kind and function:
 - (a) I have begun to paint my house.
 - (b) His master being absent, the business was neglected.
 - (c) The primrose was ready to bloom.
 - (d) Playing ball is good sport.

Values.

- (e) Over the fence is out.
- (f) His brow is wet with honest sweat.
- (g) Hearing a noise I turned around.
- (h) A sower went forth to sow.

7. Name the classes of co-ordinating conjunctions. Give an example of each and explain the force of the name applied in each case.

9. *Or*

Classify subordinate conjunctions and give examples.
How does a conjunction differ from a preposition?
Name three prepositions that are used as conjunctions.
Give sentences to illustrate.

10. 8. When and under what circumstances did the principal foreign elements other than Latin, which enter into the composition of English, take their places in it?
State the various periods at which Latin has influenced the English language and indicate briefly the nature and extent of its influence.
9. 9. Show fully the value of auxiliaries as an equivalent of inflection. How would this function be performed in a synthetic language?

GRADE X.

GEOMETRY.

Time—Three hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

Values.

1. Define and illustrate each of the following:
- 2. (1) Supplement of an angle,
 - 2. (2) Scalene triangle,
 - 2. (3) Sector of a circle,
 - 2. (4) Ratio,
 - 2. (5) Proportion.
11. 2. If a straight line fall on two parallel straight lines, it makes (i) the alternate angles equal, and (ii) the two interior angles on the same side together equal to two right angles. (II—2.)
10. 3. If both pairs of opposite angles of a quadrilateral are equal, the quadrilateral is a parallelogram.
11. 4. Parallelograms on the same base and between the same parallels are equal in area. (II—6.)
12. 5. On the same base with a given parallelogram construct a parallelogram equal in area to the given parallelogram, and having one of its sides equal to a given straight line which is greater than one of the sides of the parallelogram adjacent to its base.

10. **6.** The complements of the parallelograms about the diagonal of any parallelogram are equal in area. (II—10.)
10. **7.** If a straight line be drawn parallel to one side of a triangle, it cuts the other sides or the other sides produced proportionally. (III—2.)
- 9 **8.** The straight line joining the middle points of the sides of a triangle is parallel to the base and equal to one-half of it.
10. **9.** To find a fourth proportional to three given straight lines. (III—10.)
11. **10.** CDE is a triangle having a right angle at D, and DF is drawn perpendicular to EC and meeting it in the point F. Shew that the square on EC = the squares on EF and FC together with twice the square on DF.
11. **11.** In a right angled triangle, if a perpendicular from the right angle be drawn to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to one another. (III—12.)
10. **12.** If two triangles are similar, the ratio of their areas is equal to the ratio of the squares on their corresponding sides. (III—11.)

GRADE X.

PHYSICAL GEOGRAPHY.

Time—Two hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

Values.

- 1.** Give an account of the changes brought about on the earth's surface by:
- 3. (1) Glaciers.
 - 3. (2) Volcanoes.
 - 3. (3) Animals.
 - 3. (4) The Atmosphere.
- 2.** Define and account for the formation of each of the following:
- 2. (1) A Gorge.
 - 2. (2) A Divide.
 - 2. (3) A Talus.
 - 2. (4) A Steppe.
 - 2. (5) Stalactites.
- 3.** Classify "plains" with respect to origin and
- 6. (a) Illustrate by reference to different parts of North America.
 - 3. (b) Upon what conditions does the climate of a country depend?
- 4.** Write concise explanatory notes on each of the following statements:
- 3. (1) "A narrow belt along the sea on Vancouver Island receives more than 100 inches of rainfall in a year."

Values.

3. (2) "In Southern Alberta the rainfall is not more than 12 inches in a year."
- 3 (3) "Rains are generally abundant in tropical latitudes."
- 3 (4) "Rainfall is less abundant in the interior of continents than it is upon their borders."
4. 5. (a) Account for the formation of islands in tropical seas.
(b) Explain the formation of and illustrate by drawings each of the following:
- 2 plus 1 (1) A barrier reef.
- 2 plus 1 (2) A fringing reef.
- 2 plus 1 (3) An Atoll.
6. (a) Describe the Gulf Stream:
5. (1) As to cause and direction.
5. (2) Effect on the climate of certain countries.
4. (b) Make neat drawings to illustrate the answer given in (a).
7. State fully the important reasons why each of the following cities has become an important commercial centre:
3. Toronto.
3. Montreal.
3. Halifax.
3. Vancouver.
3. New York.
3. London (England).
3. Glasgow.
8. Write concise notes on the "tundra" under the following headings:
3. (1) Climate.
3. (2) Vegetation.
3. (3) Animal Life.
3. (4) People and their occupations.

Or

9. Explain using neat drawings:
4. (1) The cause of the seasons.
4. (2) Vernal and autumnal equinoxes.
4. (3) Summer and winter solstices.

GRADE X.

DRAWING.

Time—Two hours.

EXAMINER: J. A. MACGREGOR, B.A.

Values.

NOTE.—Use drawing paper in sheets of convenient size without folding and one sheet for each drawing. Color may be used.

1. Draw the cone, hemisphere and cylinder arranged in a pleasing group. Shade to show that the light comes from the left.

Values.

15.

Or

2. Make a finished drawing of any common object based on one of the type models mentioned in question one.
15. 3. Design a cover for a Christmas greeting card.
15. 4. Design a kitchen table and make the necessary working drawings. Mention the scale used.
15. 5. Illustrate the following:
 "There at the foot of yonder nodding beech,
 That wreathes its old fantastic roots so high,
 His listless length at noon-tide would he stretch
 And pore upon the brook that babbles by."

GRADE X.

LATIN.

Time—Two and one-half hours.

EXAMINER: W. H. ALEXANDER.

Values.

1. Translate into English:
6. (a) Lupus quondam cuius in faucibus os inhaerebat, ab aliis animalibus opem frustra petit. Tandem grus, *precibus* eius motus, rostrum longum inseruit et os extraxit. Ubi mercedem postulat, lupus subridens, "Nonne," inquit, "satis *mercedis* tibi videtur caput ex faucibus lupi incolume extraxisse?"
10. (b) Equus et asinus cum domino iter faciebant. Dominus maiorem oneris partem in asinum imponere solebat. Quondam asinus, "Cape," inquit, "o amice, nonnihil oneris mei in tergum tuum, namque aeger sum nec tantum ferre possum." Equus autem nolebat, nec *multo* post asinus labore confectus mortuus est. Tum dominus, postquam onus a *tergo* asini amovit, totum cum pelle asini in equum imposuit.
4. Explain the case-syntax of the four italicized words.
2. Translate into English:
 Ante pugnam Athenienses legatos Delphos sacerdotem consultum miserant, quibus talia respondit: muris ligneis se defendere Athenienses oportere. Dubitantibus quid hoc responsum sibi *vellet*, demonstravit Themistocles, dux Atheniensium, haud dubium *esse* quin ad naves pertineret. Tum ad insulam Salamina navigaverunt. Consilia tamen Graecorum inter se dissimilia erant. Themistocles veritus ne diffugerent atque optimum esse statim pugnare arbitratus, per speciem Persicis rebus *favendi* nuntium ad ducem eorum dimisit. Eum certiore fecit Graecos diffugere velle, et monuit ut pugnam sine mora *committeret*. Postero die concurritur.
- 25.
4. Explain the syntax of the four italicized verbs.

Values.

3. Translate into Latin the following sentences:
8. (a) The Athenians, sending envoys to Delphi, consulted the priestess (as to what they should do, since the Persians were rapidly approaching.
 5. (b) The priestess advised the Athenians to defend themselves with wooden walls.
 5. (c) Thereupon (tum) Themistocles proved to the citizens that ships were the wooden walls of the Athenians.
 6. (d) There is no doubt that Themistocles understood correctly (recte) the reply of the priestess.
4. Give the principal parts of the following verbs:
15. constituerat, poterant, defendentibus, moveri, tracturos, petunt, progredientibus, persuadebat, recepit, pervenit.
5. Decline the following combinations throughout both numbers:
6. (a) eadem vetus urbs;
 6. (b) illud magnum nomen.

 GRADE X.

FRENCH GRAMMAR, COMPOSITION AND AUTHORS.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours.

Values.

1. Write out the feminine of the following adjectives:
8. actif; sec; gros; beau; vieux; jeune; froid; cassé.
2. Compare the following adjectives:
5. rapide; bon; superbe; petit; faux.
3. Translate into French:
2. 1. Old books are like old friends.
 2. 2. I gave it to you this morning.
 2. 3. Where are you? Here I am!
 2. 4. Have you washed your hands and face yet?
 2. 5. The watch I have bought is not a good one.
4. Translate into French:
4. (a) I paid fifty cents a dozen for the flowers I have just given you.
 4. (b) He was going down stairs as I was coming up.
 4. (c) Which side of the street does that old gentleman live on?
 4. (d) It is cold now, but was hot and windy before noon.
 4. (e) I am wrong, but I did it without thinking.
 4. (f) We watched the soldiers marching to the station, where they took the train for Nancy.
 4. (g) My father wishes me to remain in the house till four o'clock this afternoon.
 2. (h) Give me some.
 3. (i) You ought to have done that.
 4. (j) Please, have the doctor come at once to our house.

Values.

5. Translate into English:

23. Un parti se formait entre le digne desservant. Quand il marchait dans la rue, il y avait des chapeaux qui restaient sur les têtes et il entendait sur son passage des murmures hostiles.

Le pauvre saint homme était accablé de remords. Il *concevait* toute l'étendue de sa faute. Il en éprouvait la plus douloureuse attrition: et pourtant il avait beau *faire*, il ne *pouvait* arriver à la contrition parfaite.

C'est qu'il sentait bien que cette aumône imprudente, cette aumône de l'argent d'autrui, il l'avait faite comme malgré lui et sans avoir même la liberté d'y réfléchir. Il se disait aussi que cette charité déraisonnable avait pu être, pour l'âme ignorante de l'enfant des bohémiens, la meilleure révélation de Dieu et le commencement de l'illumination intérieure. Et toujours il *revoyait*, si noire, si doux et tout pleins de larmes, les yeux de la petite saltimbanque....

Cependant, l'angoisse de sa conscience *devenait* intolérable. Sa faute grossissait, rien qu'en durant. Un jour, après être resté longtemps en prière, il résolut de se décharger de son péché en le confessant publiquement à ses paroissiens.

2. (a) What was the "*faute*" which the abbé had committed?
5. (b) Write out in full the past definite of the five verbs italicized.
2. (c) Ne pouvait arriver: Explain the omission of the "pas."
2. (d) *Yeur*: What is the singular of the word?
6. (e) Translate into French:
 1. Reflect on what I say.
 2. There is no use in my talking.
 3. I decided to get rid of my sin.

GRADE X.

GERMAN GRAMMAR, COMPOSITION AND AUTHORS.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours:

Values:

1. Decline together in full:

3. (a) Ein teures Buch.
3. (b) Jene schöne Landschaft.
3. (c) Sein groszer Apfel.
3. (d) Dieser alte Mann.
3. (e) Ihr berühmter Herr.

2. Translate into German in as many ways as possible:

6. The child has been found.

3. Give a list of the prepositions governing both dative and accusative. Distinguish with examples the use of the two cases.

- 3.

Values.

4. Translate into German:
3. (a) After insisting that he should continue his studies, I angrily left the room.
 3. (b) My cousin loaned me a book containing many tales, which I read with pleasure.
 3. (c) If you would practice more diligently, you would make more progress.
 3. (d) I asked my brother what time it was, but unfortunately he had lost his watch.
 3. (e) What's mine is thine, and what's thine is mine.
 3. (f) Give me a pencil with which I can write, if you please.
 3. (g) Which poet do you prefer, Goethe or Schiller?
 3. (h) My boots fit me so badly that I cannot put them on.
 3. (i) We were to have learned that poem by heart, but have not been able to.
 3. (j) I like to receive long letters, but usually write short ones.

5. Translate into English:

DIE MAUSE UND DIE KATZE.

17. Die Mäuse berieten sich einmal in einer allgemeiner Versammlung auf welche weise es ihnen gelingen könnte, sich vor der schrecklichen Katze zu schützen, die beständig ihrem Leben drohte, denn es war ihnen unmöglich, sich ihr zu widersetzen, und entfliehen konnten sie ihr auch nicht. Nachdem verschiedene Vorschläge gemacht worden waren, die ihnen aber nicht zusagten, wurde ihnen von einer erfahrenen Maus geraten, der Katze eine Schelle anzuhängen; es wurde ihnen dann leicht sein, sagte sie, ihre Feindin schon von fern zu hören.
- Dieser Rat gefiel ihnen so sehr, dass sie beschlossen, ihn zu befolgen. Als es aber zu der Frage kam: "Wer soll der Katze die Schelle aughängen?" war aug einmal ailes stumm; denn keine getraute sich, das gefährliche Unternehmen auszuführen. Die gauze Versammlung ging schweigend auseinander, und die Katze läuft noch ohne Schelle umher bis auf den heutigen Tag.
10. (a) Write out the principal parts, indicating the auxiliary of tense, of the following verbs occurring in the preceding passage:
berieten; gelingen; widersetzen; entfliehen; worden; zusagten; anzuhängen; auszuführen; ging; auseinander; läuft.
3. (b) *Feinden*: Write out the feminines of:
Kaiser; König; Graf.
- (c) Translate into German:
1. We have succeeded.
 2. Have you decided to go?
 3. I do not dare to do that.
 4. Too many proposals have been made.
 5. My friends and I have separated.

Values.

6. Translate at sight into English:

8.

ES LACHELT DER SEE.

Es lächelt der See, er ladet zum Bade
Der Knabe schlief er ein am grünen Gestade,
Da hört ein Klingen,
Wie Flöten so süß,
Wie Stimmen der Engel
Im Paradies.
Und wie er erwachet in seliger Luft,
Da spülen die Wasser ihm um die Brust.
Und es ruft aus den Tiefen:
Lieb Knabe, bist mein!
Ich locke den Schläfer,
Ich zieh' ihn herein.

—Schiller.

GRADE X.

GREEK.

Time—Two and one-half hours.

EXAMINER: W. H. ALEXANDER.

Values.

1. Decline throughout both numbers the following combinations:
 6. (a) ἡ μείζων νῆσος
 8. (b) οὗτος ὁ εὐσεβὴς ἄρχων
 6. (c) πᾶς σὺφρων πολίτης.
2. (a) Write down the Greek adjectives corresponding to the following English words and give the comparisons of the words thus written:

worthy, strong, pious, happy, bad, much.
10. (b) Form the adverbs from these adjectives and give their comparisons.
5. (b) Form the adverbs from these adjectives and give their comparisons.
3. Write down these verb-forms:—
 - (a) 1st plur. impf. indic. active of διώκω
 - (b) 3d sing. fut. indic. active of θύω
 - (c) 2d sing. pres. subj. active of λέγω
 - (d) 2d plur. pres. opt. middle of εὐρίσκω
 - (e) Future infin. middle of βουλεύω
 20. (f) Pres. participle fem. nom. sing. of γράφω
 - (g) 2d plur. pres. imper. active of ἔχω
 - (h) 2d sing. impf. indic. middle of νομίζω.
4. Translate into English:

(a) Θαυμάσιος ὁ λόγος ὃς ὑφ' Ἡροδότου λέγεται περὶ Ἀρίονος τοῦ μουσικοῦ. Ἠναγκάζετο γὰρ ὑπὸ πονηρῶν ἐκβάλλειν ἑαυτὸν ἐκ τοῦ πλοίου εἰς τὴν θάλατταν. Ἀλλὰ λαμβάνεται ὑπὸ δελφίνος καὶ ἐκφέρεται σὺν μετὰ τῆς κιθάρας καὶ ὅλης τῆς ἐσθῆτος ἐπὶ Ταίναρον τῆς Πελοποννήσου. Λέγονται γὰρ οἱ δελφίνες ἡδεσθαι τῇ μουσικῇ.

Values.

10. (b) Ἀληθές φαίνεται τὸ ὑπὸ Θουκυδίδου λεγόμενον, τοὺς μὲν Ἀθηναίους ὀξεῖς εἶναι, τοὺς δὲ Λακεδαιμονίους βραδεῖς. Σχεδὸν γὰρ κατὰ πάντα ἐναντίοι ἦσαν ἀλλήλοις. Πρῶτον μὲν γὰρ ἐκείνοι μὲν ταχεῖς ἦσαν λέγειν τε καὶ πράττειν, οὗτοι δὲ βραδεῖς εἰς ἀμφοτέρα, ἔπειτα δὲ διὰ μακρῶν μὲν ἔλεγον, ἐκείνοι, διὰ βραχέων δ' οἵτοι· ἔτι δὲ πρόθυμοι μὲν Ἀθηναῖοι παρ' θρασείας εἰς παντοίας πράξεις, οὗτ' αὐτοὶ ἡσυχίαν ἔχοντες οὔτε τοῖς ἄλλοις ἐπιτρέποντες, ἄτολμοι δὲ Λακεδαιμόνιοι καὶ τοὺς τρόπους ἀρχαῖοι.

10. (c) Πῶς οὖν οὗτοι, ἥττους ὄντες, δύο ἡμέρας τοὺς Πέρσας ἐπιγιγνομένους ὑπέμενον; Ἀλλὰ τοῦτό γε ῥῆξιον γινώμι. Ἐκόντες μὲν γὰρ οἱ περὶ Λεωνίδην ἐμάχοντο ὑπὲρ παίδων καὶ γυναικῶν καὶ πατρίδος, ἔχοντες μὲν σώματ' ἐκείνων ἱκανώτερα πόνους φέρειν, ἔχοντες δὲ ψυχὰς ἀμείνονας· ἄκοντες δ' ἐκείνοι ἐπεγίγοντο ὑπὸ μιστίγων. Ἐτι δ' ἡ πάροδος ἐν ᾗ ἐστρατοπεδεύοντο οἱ Ἕλληνες, αὔτε στενὴ οὖσα, κρείττων ἦν τοῖς ἐλάττοσι καὶ πολὺ ῥάων φυλάττειν. Τέλος δ' οἱ βάρβαροι, καίπερ κακίονες ὄντες, διὰ τὸ πλῆθος τῆς νίκης τυγχάνουσιν, οἱ δ' Ἕλληνες τὰ ἔσχατα πάσχουσιν ὑπ' αὐτῶν

5. Translate into Greek :

20. (a) to the brave guards;
 (b) on account of these things;
 (c) in the time of Xenophon;
 (d) the best ship (accus.);
 (e) to the same king;
 (f) those who write,
 (g) that which is being written;
 (h) I should like to hear the story.

GRADE XI.

GREEK GRAMMAR, PROSE COMPOSITION AND
SIGHT TRANSLATION*Time—Two and one-half hours.*

EXAMINER: W. H. ALEXANDER.

Values.

1. Decline through both numbers the following combinations:—
 6. (a) ἡ εὐδαίμων πόλις
 8. (b) τοῦτο τὸ μέγα στράτευμα
 6. (c) ὁ εὐσεβὴς δοῦλος.
2. (a) Give the comparisons of the following seven adjectives —
 7. σοφός, διανός, καλός, ὀλίγος, εὐδαίμων, εὐτυχής, ταχύς.
 7. (b) Form the adverbs corresponding, and give their comparisons.
3. Identify the following verb-forms (i.e. state for each its *person, number, tense, mood, voice, and the verb form which it comes* :—
 20. ἔδοξεν, εἶδε, ἐγένοντο, πέμψας, ὑπολύοιτο, διέβησαν, εἶεν, κλέψαι, δυναίμεθα, ἀπῆσαν.
4. Translate into Greek. —
 4. (a) He said that the citizens were not willing.
 4. (b) They happened to be present when I was speaking.
 4. (c) Those who wrote the letter must pay the penalty.
 4. (d) I was afraid he would not reach the camp safe.
 5. (e) If you go to the city, you will find my brother in the market-place.
5. Translate into English at sight:—

A misunderstanding rectified.

 25. Ἐνθα δὲ προσέρχεται Ξενοφῶντι τῶν πελταστῶν ἀνὴρ Ἀθήνησι φύσκων δεδουλευκέναι, λέγων ὅτι γινώσκει τὴν φωνὴν τῶν ἀνθρώπων. "Καὶ οἶμαι," ἔφη, "ἐμὴν ταύτην πατρ' ὅδε εἶναι· καί, εἰ

μή τι κωλύει, ἐθέλω αὐτοῖς διαλεχθῆναι". "Ἄλλ' οὐδὲν κωλύει," ἔφη ὁ Ξενοφῶν, "ἀλλὰ διαλέγον, καὶ μάθε πρῶτον τίνες εἰσὶν". οἱ δ' εἶπον, ἐρωτήσαντος τοῦ πελταστοῦ, ὅτι Μάκρωνες.. ὦ. Ἐρώτα τοίνυν," ἔφη ὁ Ξενοφῶν, "αὐτοὺς τί ἀντιτεταγμένοι εἰσὶ καὶ χρῆζουσιν ἡμῖν πολέμιοι εἶναι." οἱ δ' ἀπεκρίναντο, "Ὅτι καὶ ὑμεῖς ἐπὶ τὴν ἡμετέραν χώραν ἔρχεσθε." λέγειν ἐκέλευον τὸν πελταστὴν οἱ στρατηγοὶ ὅτι οὐ κακῶς γε ποιήσομεν, ἀλλὰ βασιλεῖ πολεμήσαντες ἀπερχόμεθα εἰς τὴν Ἑλλάδα καὶ ἐπὶ θάλατταν βουλόμεθα ἀφικέσθαι, ἡρώτων ἐκείνοι εἰ δοῖεν ἂν οἱ Ἕλληνες τούτων τὰ πιστά. οἱ δ' ἔφασαν καὶ δοῖναι καὶ λαβεῖν ἐθέλειν. ἐντεῦθεν διδάσασιν οἱ Μάκρωνες βαρβαρικὴν λόγχην τοῖς Ἕλλησιν, οἱ δ' Ἕλληνες ἐκείνοις Ἑλληνικὴν ταῦτα γὰρ ἔφασαν πιστὰ εἶναι. θεοὺς δ' ἐπεμαρτύραντο ἀμφοτέρω.

διιλέγομαι—I converse.

ἐρωτάω—I ask, enquire.

τοίνυν—Well then.

χρῆζω—I need to, am obliged to.

τὰ πιστά—the customary pledges.

λόγχη—A lance.

ἐπιμαρτύρομαι—I call to witness.

GRADE XI.

GREEK AUTHORS.

Time—Two and one-half hours.

EXAMINER: W. H. ALEXANDER.

Values.

1. Translate into English:

15. 'Επεὶ δὲ ἀφίκοντο ἐπὶ σταθμόν, εὐθὺς ὥσπερ εἶχεν ὁ Ξενοφῶν, ἐλθὼν πρὸς τὸν Χειρίσοφον, ᾗτιῷτο αὐτὸν ὅτι οὐχ ὑπέμενεν, ἀλλ' ἡναγκάζοντο φεύγοντες ἅμα μάχεσθαι. "Καὶ νῦν δύο καλῶ τε καὶ ἀγαθῷ ἄνδρι τέθνατον καὶ οὔτε ἀνελίσθαι οὔτε θάψαι ἐδυνάμεθα." ἀποκρίνεται δὲ ὁ Χειρίσοφος. "Βλέψον," ἔφη, "πρὸς τὰ ὄρη καὶ ἰδὲ ὡς ἄβατα πάντα ἐστί· μία δ' αὕτη ὁδὸς ἣν ὄρῃς ὀρθία, καὶ ἐπὶ ταύτῃ ἀνθρώπων ὕρῃ ἐξεστί σοι ὄχλον τοσοῦτον, οἳ κατείληφότες φυλάττουσι τὴν ἑκβασιν. ταῦτ' ἐγὼ ἔσπευδον καὶ διὰ τοῦτό σε οὐχ ὑπέμενον, εἴ πως δυνάμην φθάσαι πρὶν κατεῖληφθαι τὴν ὑπερβολήν· οἳ δ' ἡγεμόνες οὓς ἔχομεν οὐ φασιν εἶναι ἄλλην ὁδόν." (Anab. IV, 1)

(a) Write notes upon the following:—

5. εἶχεν (meaning); οὐχ (form); τέθνατον (form); ταῦτ' (syntax and meaning); δυνάμην (syntax).
2. (b) What was the occasion of the Greek force marching into the heart of the Persian Empire? What event upset all their plans? Explain how Xenophon came to the front at that time.
- 1.
- 2.

2. Translate into English.

20. 'Ελέποντο δὲ τῶν στρατιωτῶν οἳ τε διεφθαρμένοι ὑπὸ τῆς χιόνος τοὺς ὀφθαλμοὺς οἳ τε ὑπὸ τοῦ ψύχους τοὺς δακτύλους τῶν ποδῶν ἀποσσεσηπότες. ἦν δὲ τοῖς μὲν ὀφθαλμοῖς ἐπικούρημι τῆς χιόνος εἴ τις μέλαν τι ἔχων πρὸ τῶν ὀφθαλμῶν ἐπορευέτο, τῶν δὲ ποδῶν εἴ τις κινεῖτο καὶ μηδέποτε ἡσυχίαν ἔχοι καὶ εἰς τὴν νύκτα ἱπολύοιτο. ὅσοι δὲ ἱποδεδεμένοι ἐκοιμῶντο, εἰσεδύνοντο εἰς τοὺς πόδας οἱ ἱμάντες καὶ τὰ ὑποδήματα περιεπύγνυντο. . . .

Διὰ τὰς τοιαύτας οὖν ἀνάγκας ὑπελείποντό τινες τῶν στρατιωτῶν καὶ ἰδόντες μέλαν τι χωρίον διὰ τὸ ἐκκλειοπέναι αὐτοὺς τὴν χιόνα ἤκαζον τετηκέναι καὶ ἐτετήκει διὰ κρήνην τινὰ ἣ πλησίον ἦν, ἀτμίζουσα ἐν νάπῃ. ἐνταῦθ' ἐκτραπόμενοι ἐκάθηντο καὶ οὐκ ἔφμισαν πορεύεσθαι. (Anab. IV, 5).

Values.

5. (a) Write notes upon:—τῶν στρατιωτῶν (case); ὀφθαλμούς (case); κινεῖτο (voice); ἤκαζον (augmentation); οὐκ ἔφασαν (placing of negative).

2. (b) Account for the fact of an army, marching in southern latitudes, suffering so much from snow and cold.

3. Translate into English:—

“ Ἀτὰρ τί ἐγὼ περὶ κλοπῆς συμβάλλομαι; ὑμᾶς γὰρ ἔγωγε, ὦ Χειρίσοφε, ἀκούω τοὺς Λακεδαιμονίους, ὅσοι ἐστὲ τῶν ὁμοίων, εὐθὺς καὶ ἐκ παίδων κλέπτειν ὅσα μὴ κωλύει νόμος. ὅπως δὲ ὡς κράτιστα κλέπτητε καὶ πειρᾶσθε λανθάνειν, νόμιμον ἄρα ὑμῖν ἐστίν, εἰν ληφθῆτε κλέπτοντες, μαστιγοῦσθαι. νῦν οὖν μάλα σοι καιρὸς ἐστίν ἐπιδείξασθαι τὴν παιδείαν, καὶ φυλάξασθαι μὴ ληφθῶμεν κλέπτοντες τοῦ ὄρους, ὥς μὴ πληγὰς λάβωμεν.”

“ Ἄλλὰ μέντοι,” ἔφη ὁ Χειρίσοφος, “κἀγὼ ὑμᾶς τοὺς Ἀθηναίους ἀκούω δεινοὺς εἶναι κλέπτειν τὰ δημόσια, καὶ μάλα ὄντος δεινοῦ κινδύνου τῷ κλέπτειν, καὶ τοὺς κρατίστους μέντοι μάλιστα, εἴπερ ὑμῖν οἱ κράτιστοι ἄρχειν ἀξιοῦνται. ὥστε ὥρα καὶ σοὶ ἐπιδείκνυσθαι τὴν παιδείαν.” (Anab. IV, 6).

3. (a) Explain briefly the force of this interchange of gibes between Xenophon and Cheirisophos. What were the relations of these two during the retreat?

4. Translate into English:

20. Ἐπεὶ δὲ οἱ πρῶτοι ἐγένοντο ἐπὶ τοῦ ὄρους, κρουγὴ πολλὴ ἐγένετο· ἀκούσας δὲ ὁ Ξενοφῶν καὶ οἱ ὀπισθοφύλακες ψήθησαν ἔμπροσθεν ἄλλους ἐπιτίθεσθαι πολεμίους... ἐπειδὴ δὲ βοὴ πλείων τε ἐγίγνετο καὶ ἐγγύτερον καὶ οἱ αἰεὶ ἐπιόντες ἔθον δρόμῳ ἐπὶ τοὺς αἰεὶ βοῶντας καὶ πολλῷ μᾶλλον ἐγίγνετο ἡ βοὴ ὅσῳ δὴ πλείους ἐγγίνοντο. ἐδόκει δὴ μείζον τι εἶναι τῷ Ξενοφῶντι, καὶ ἀναβὰς ἐφ’ ἵππον καὶ Λύκιον καὶ τοὺς ἱππίας ἀναλαβὼν παρέβοήθει· καὶ τάχα δὴ ἀκούουσι βοῶντων τῶν στρατιωτῶν “Θάλαττα, θάλαττα!” καὶ πυρεγγνώντων, ἔνθα δὴ ἔθεον πάντες καὶ οἱ ὀπισθοφύλακες καὶ τὰ ὑποζύγια ἡλαύνετο καὶ οἱ ἵπποι, ἐπεὶ δὲ ἀφίκοντο πάντες ἐπὶ τὸ ἄκρον, ἐνταῦθα δὲ περιέβαλλον ἀλλήλους καὶ στρατηγούς καὶ λοχαγοὺς δακρύοντες. (Anab. IV, 7.)

2. (a) Comment upon the effect produced upon the Greeks by the sight of the sea.

2. (b) “Never again after the successful retreat of the Ten Thousand did the Persian power present itself to the Greeks as a serious menace.” Explain.

GRADE XI.

LATIN GRAMMAR, PROSE COMPOSITION, AND SIGHT TRANSLATION.

Time—Two and one-half hours. EXAMINER: W. H. ALEXANDER.

Values:

1. Carry through both numbers the declension of the following combinations:
 6. (a) Nullus homo felix,
 6. (b) Hoc brevius iter.
2. Write the following verb forms:
 - (a) 3d sing. impf. indic. pass. of *laudo*;
 - (b) 1st plur. pluperf. subj. act. of *monco*;
 - (c) present passive infinitive of *rego*;
 - (d) 3rd plur. fut. indic. pass. of *audio*;
 10. (e) 2d sing. pres. subj. of *possum*;
 - (f) 2d plur. pluperf. indic. act. of *do*;
 - (g) 2d sing. pres. indic. pass. of *fero*;
 - (h) present infinitive of *volo*;
 - (i) genitive singular of gerund of *co*;
 - (j) 3d sing. impf. subj. of *fio*.
3. Write the Latin for the following phrases:
 - (a) in the middle of winter;
 - (b) a little after midnight;
 20. (c) within five days;
 - (d) not even the women;
 - (e) as soon as possible;
 - (f) some from one ship, some from another;
 - (g) enough protection;
 - (h) the best thing to do;
 - (i) in accordance with a letter of Caesar's;
 - (j) higher ground.
4. Translate into Latin the following sentences:
 6. (a) They promised they would do everything that Caesar had demanded.
 7. (b) If Volusenus had dared to disembark (*descendo*) from his ship, he would have learned more (neut. pl.) about Britain.
 6. (c) The force of the storm was so great that scarcely twenty ships survived.
 7. (d) Calling together the merchants, he inquired what tribes inhabited Britain.
 7. (e) In order that he might not be cut off (*prohibeo*) from return, he fortified the bridge with a redoubt (*castellum*).

5. Translate into English at sight:

DESPERATE GALLIC VALOR.

Labiensus milites cohortatus ut et suae pristinae virtutis et tot secundissimorum¹ proeliorum memoriam retinerent atque ipsum Caesarem praesentem adesse existimarent, dat signum proelii. Primo concursu ab² dextro cornu ubi

¹ *Secundus*: successful.² *Ab* here=on.

Values.

septima legio constiterat, hostes pelluntur atque in fugam coniciuntur; ab sinistro, quem locum duodecima legio tenebat, cum primi ordines hostium transfixi pilis concidissent, tamen acerrime reliqui resistebant, nec dabat suspicionem fugae quisquam. Ipse dux hostium Camulogenus suis aderat atque eos cohortabatur. Incerto etiam nunc exitu victoriae, cum septimae legionis tribunus esset nuntiatum quae in sinistro cornu gererentur, post tergum hostium legionem ostenderunt signaque intulerunt. Ne eo quidem tempore quisquam loco cessit sed circumventi omnes interfectique sunt. Eandem fortunam tulit Camulogenus.

GRADE XI.

LATIN AUTHORS.

Time—Two and one-half hours.

EXAMINER: W. H. ALEXANDER.

Values.

1. Translate carefully into English:
 14. Dum in his locis Caesar navium *parandarum* causa moratur, ex magna parte Morinorum ad eum legati venerunt qui se de superioris temporis consilio *excusarent*, quod homines barbari et nostrae consuetudinis imperiti bellum populo Romano fecissent, seque ea quae imperasset *facturos* pollicerentur. Hoc sibi satis opportune Caesar accidisse arbitratus quod neque post tergum hostem relinquere volebat neque belli gerendi propter annu tempus facultatem habebat neque has tantularum rerum occupationes sibi Britanniae anteponendas iudicabat, magnum iis obsidum numerum imperat. *Quibus* adductis eos in fidem recepit. (IV. 22).
 4. (a) Write brief notes to explain the syntax of the four italicized words in this passage.
 2. (b) Express in your own words the reasons for Caesar's willingness to let the Morini off so lightly at this time.
 2. Why was Caesar anxious to make the expedition into Britain?
2. Translate carefully into English:
 12. (a) Genus hoc est ex essedis pugnae: primo per omnes partes perequitant et tela coniciunt, atque ipso terrore equorum et strepitu rotarum ordines plerumque perturbant, et cum se inter equitum turmas insinuaverunt, ex essedis desiliunt et pedibus proeliantur. Aurigae interim paulatim ex proelio excedunt atque ita currus collocant ut, si illi a multitudine hostium premantur, expeditum ad suos receptum habeant. Ita mobilitatem equitum, stabilitatem peditum in proeliis praestant. (IV. 33).
 14. (b) Casivellaunus, ut supra demonstravimus, omni deposita spe contentionis, dimissis amplioribus, copiis, milibus

Values.

circiter quattuor essedariorum relictis, itinera nostra servabat, paulumque ex via excedebat, locisque impeditis ac silvestribus sese occultabat, atque iis regionibus quibus nos iter facturos cognoverat, pecora atque homines ex agris in silvas compellebat; et cum equitatus noster liberius praedandi vastandique causa se in agros eiecerat, omnibus viis semitisque essedarios ex silvis emittebat, et magno cum periculo nostrorum equitum cum iis confligebat, atque hoc metu latius vagari prohibebat. (V. 19.)

2. Explain from these passages Caesar's lack of success in his British expedition.
3. Without translating the following sentences write an explanation of the italicized words in each:
 3. (a) Desilite, commilitones, nisi vultis *aquilam* hostibus prodere. (IV, 25.)
 3. (b) Erat luna plena qui dies maritimos aestus maximos in Oceano efficere consuevit, *nostrisque id erat incognitum*. (IV, 29.)
 3. (c) Nascitur ibi *plumbum album in mediterraneis regionibus*. (V. 12.)
4. Translate carefully into English:

'Quo res summa loco, Panthu? quam prendimus arcem?'
 Vix ea fatus eram, gemitu cum talia reddit:
 'Venit summa dies et ineluctabile tempus
 Dardaniae. Fuimus Troes, fuit Ilium et ingens
 Gloria Teucrorum. Ferus omnia Juppiter Argos
 Transtulit; incensa Danaï dominantur in urbe.
 Arduus armatos mediis in moenibus adstans
 Fundit equus, victorque Sinon incendia miscet
 Insultans. Portis alii bipotentibus adsunt,
 Milia quot magnis umquam venero Mycenis.
 (Aeneid II, 322-331.)
4. (a) Scan verses 3 and 4, marking quantities of syllables, verse-accents, feet-ends and caesura.
3. (b) Discuss the difference in meaning between the *summa* of line 1 and the *Summa* of line 3.
 Write a note on the force of the tense in *fuimus*, *fuit* in line 4.
Venero (line 10). Why does Virgil in common with other Latin poets prefer this form to the *venerunt* of ordinary prose?
5. Translate carefully in English:

Hinc ferro accingor rursus clipeoque sinistram
 Insertabam aptans meque extra tecta ferebam.
 Ecce autem complexa pedes in limine coniunx
 Haerebat, parvumque patri tendebat Iulum:
 'Si periturus abis, et nos rape in omnia tecum;
 Sin aliquam expertus sumptis spem ponis in armis,
 Hanc primum tutare domum. Cui parvus Iulus,
 Cui pater et coniunx quondam tua dicta relinquo?'
 (Aeneid II, 671-678.)

Values.

3. (a) Explain the relation of this scene to the narrative of the latter half of the book.
6. Without translating the following lines write an explanation of the italicized words in each:
3. (a) Hoc *Ithacus* velit et magno mercentur *Atridae*.
(II, 104.)
3. (b) Cadit et Rhipeus iustissimus unus;
Qui fuit in Teucris et servantissimus aequi;
Dis aliter visum. (II, 426-8.)
3. (c) *Timeo Danaos et dona ferentes*. (II, 49.)

GRADE XI.

FRENCH GRAMMAR AND COMPOSITION.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours.

Values.

1. Translate into French:
2. (a) They have gone to bed.
2. (b) Our friends have come.
2. (c) She has come down stairs.
2. (d) That house has been sold.
3. (e) Our cousins had shaken hands.
2. Translate into French:
2. (a) I have still much work to do.
2. (b) Let us begin to sing.
2. (c) It is difficult to speak correctly.
2. (d) He cannot swim.
3. (e) I was told to come here.
3. Translate into French:
2. (a) English iron.
2. (b) Some white cloth.
2. (c) A short letter.
2. (d) Excellent old wine.
3. (e) Which poet wrote those lines?
4. Translate into French:
3. (a) Neither my brother nor I will be here tomorrow.
4. (b) The person to whom my sister gave her watch and chain has disappeared.
3. (c) I don't think you ought to have spoken as you did.
4. (d) If you should forget what you are told there will be difficulty.
3. (e) We shall have to get up at four o'clock tomorrow morning.
3. (f) King Francis the First of France was one of the most brilliant figures of the sixteenth century.
3. (g) The general wishes us to be at the barracks (caserne, f) at half-past two precisely.
4. (h) If you approve of my coming I shall be delighted.

Values.

3. (i) I am having my parents invite you to our house.
 4. (j) I suspect that what you state is probably true.
5. Translate into French:
33. The French heroine, Joan of Arc, was born on the sixth of January, one thousand four hundred and twelve, in the little village of Domremy, which is situated in the north eastern part of France, between the old provinces of Champagne and Lorraine.
 Her parents were respectable peasants, but not of the poorest class; she had three brothers and one sister, and was probably the youngest of the family. Joan may have kept sheep in her childhood, as do most country children in Europe, but she was not a shepherdess as many people have supposed.
 Joan's mother was very pious, and not only taught her children to recite their prayers and the creed (*crêdo*, *m*), but she also told them Bible stories and anecdotes of the lives of the saints and martyrs of the Church.

GRADE XI.

FRENCH AUTHORS.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours.

Values.

1. Translate into English:
 L'espace réservé pour la glissoire *était* un rectangle long de cent cinquante mètres environ sur soixantequinze de largeur. Une muraille de blocs de glace hauts de trois pieds, entre lesquels on avait planté des sapins, *servait* de clôture de trois côtés; le quatrième était formé par une vaste galerie de bois découpé à la manière des isbas russes, élevée de quelques marches. Là était le vestiaire et le buffet doucement chauffés par des calorifères. Un boudoir spécial était réservé aux dames, rien n'y *manquait*: une table de toilette, chargée de menus ustensiles, dans un cabinet attenant, des glaces de tous côtés, des fleurs et des arbustes dans les angles, des tentures de drap rouge, des sièges moelleux, tout, y *compris* la tiède atmosphère, y donnait l'illusion d'un salon ordinaire. Une pièce semblable avait été décorée spécialement pour la famille impériale, car plusieurs des grandes-duchesses avaient *promis* d'accompagner leurs frères ou leurs époux ce jour-là.
- 16.
5. (a) Write out in full the present indicative and future indicative of the underlined verbs.
5. (b) Translate into French:
 1. The table is two feet broad by three long.
 2. How tall is your father?
 3. You will lack nothing.

Values.

4. Have you anything that will do for a pencil?
5. This room will be set aside for gentlemen.
3. (c) Write out the feminine of the following words occurring in the foregoing:
long; moelleux; époux.
5. (d) Describe briefly the "fête de nuit" with which the above passage is connected.
2. Translate into English:
Pierre sauta au cou de son ami, qui, cette fois lui rendit son accolade.
16. —Quelle femme que ta sœur! lu dit-il, quand il put parler.
—Je t'avais bien dit, fit Platon avec orgueil, qu'il n'y en avait qu'une au monde.
—Je ne suis pas digne d'elle, murmura Pierre en secouant la tête; je ne sais pas comment elle a pu consentir. . . .
—Il en est quelques-uns de plus mauvais que toi, répondit Sourof, d'ailleurs je suis enchanté de t'avoir pour beau-frère. Mais occupons-nous d'affaires sérieuses.
Les deux amis réglèrent les comptes, et quand tout fut arrangé, Platon se leva.
—Je vais chez le colonel, dit-il; je crois que le digne homme sera bien aise de me voir.
—Que vas-tu lui dire? fit Pierre effrayé.
—Je vais lui dire que ta dette sera payée, parbleu!
- (a) Translate into French:
1. What a handsome boy!
2. Are there any better people than our friends?
3. Go to my house.
4. I am sorry to see you.
5. Do you know how he did that?
1. (b) "cette fois"; differentiate the three words: foi, foie, and fois.
2. (c) "se leva": write out in full the perfect tense of this verb.
3. (d) "beau-frère": write out the French for: sister-in-law, father-in-law, son-in-law.
5. (e) "—ta dette sera payée. . . ." Relate concisely the episode alluded to.

3. Translate at sight into English:

EXTASE.

- Et j'entendis une grande voix.—*Apocalypse*.
33. J'étais seul près des flots, par une nuit d'étoiles
Pas un-nuage aux cieux, sur la mer pas de voiles
Mes yeux plongaient plus loin que le monde réel.
Et les bois, et les monts, et toute la nature.
Semblaient interroger dans un confus murmure
Les flots des mers, les feux du ciel.
Et les étoiles d'or, légions infinies,
A haute voix, à voix basse, avec mille harmonies,
Disaient, en inclinant leurs couronnes de feu;
Et les flots bleus, que rien ne gouverne et n'arrête.
Dicaient, en recourbant l'écume de leur crête:
—C'est le Seigneur, le Seigneur Dieu!

GRADE XI.

GERMAN GRAMMAR AND COMPOSITION.

*Time—Two and
one-half hours.*

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Values.

1. Decline together in full:
 4. (a) Das hübsche Dorf.
 4. (b) Ihre junge Schwester.
 4. (c) Guter alter Wein.
 4. (d) Sein neues Buch.
 4. (e) Jener reife Apfel.
2. Translate into German:
 2. (a) He had remained only two hours.
 2. (b) We have never met each other before.
 2. (c) What has happened?
 2. (d) Have you run all the way?
 2. (e) That horse has been sold by my brother.
3. Translate into German:
 2. (a) My mother intends to leave tomorrow.
 2. (b) I have had to stay here too long.
 2. (c) You ought not to have done that.
 2. (d) Could I have done otherwise?
 2. (e) We have not been permitted to say anything.
4. Translate into German:
 3. (a) I had not gone out, because the weather was too bad.
 3. (b) My brother has been studying in Germany for three years.
 3. (c) Have you translated the German sentences which I gave you.
 3. (d) I should write the letter if I could find ink and paper.
 3. (e) If you had not run so fast you would not have fallen.
 3. (f) In winter one wears warmer clothes than in summer.
 3. (g) By whom were the mice advised to hang a bell on the cat?
 3. (h) My cousin has been in town for a week, but has not seen very much yet.
 3. (i) The battle of Lundy's Lane took place on the twenty-sixth of July, eighteen hundred and fourteen.
 3. (j) The city of Berlin has been very much improved lately, and is now one of the handsomest cities in the world.
5. Translate into German:
 30. Dr. Zimmerman, a celebrated physician, of the city of Hanover, was called to Berlin in order to attend ¹ Frederick the Great in his last sickness. One day the King said to him: "Well, my dear doctor, I suppose you have helped many a man into the other world?" This was a bitter pill² for the doctor, but he was a clever man and the answer he gave the King was a judicious³ mixture⁴ of truth and plotting. "Not so many as Your Majesty, nor has the work been done with so much honour to myself."

¹ behandeln

² Pille (f)

³ Klug

⁴ Mischung (f)

GRADE XI.

GERMAN AUTHORS.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Time—Two and one-half hours.

Values.

17. 1. Translate into English:
 Damit ging er fort. Als er dann nach einiger Zeit zurückkehrte und fragte, ob sie fertig, mit Überlegen wären, und wie sie es sich in der Ewigkeit wünschten, sprang der reiche Mann von der Bank auf und sagte, er wolle ein groszes, goldenes Schloß haben, so schön wie der Kaiser keins hätte und jeden Tag das beste Essen. Früh Schokolade und mittags einen Tag um den anderen Kalbsbraten mit Apfelmus, und Milchreis mit Bratwürsten und nachher rote Grütze. Das wären seine Leibgerichte. Und abends jeden Tag etwas anderes. Weiter wolle er dann einen recht schönen Groszvaterstuhl und einen grünseidenen Schlafrock; und das Tageblättchen solle Petrus auch nicht vergessen, damit er doch wisse, was passiere.
 Da sah ihn Petrus mitleidig an, schwieg lange und sprach endlich: "Und weiter wünschst du dir nichts?"
5. (a) Write out the principal parts, indicating the auxiliary of tense, of the following verbs occurring in the foregoing passage:
 ging.....fort; zurückkehrte; wären; sprang.....auf; wolle; vergessen; wisse; passiere; sah.....an; schwieg.
1. (b) *Bank*: What are the two plurals of this word with their meanings?
3. (c) Translate into German:
 1. Have you finished considering?
 2. Look at me sympathetically.
 3. Has he been long silent?
3. (d) *Als er dann*, etc. Distinguish with examples the use of *als*, *wenn* and *wann*.
5. (e) Relate concisely the conclusion of the story from which the passage is quoted.
2. Translate into English:
 17. In der Bucht des Rheines auf dem weissen schwimmernden Ufersande lag angelandet einer Jungfrau Leiche, die wiesze römische Tunica wasserschwer um die schlanken Glieder geschmiegt, das Haar in Flechten über den stolzen Nacken wallend die Stirn, von goldenem Reif umfaszt. Unter der linken Brust klaffte ein leiser Riss im Gewand, wie vom Stich einer schneidigen Waffe.
 "Merkwürdig," sprach Nebi, der Fischer, "wie die blasse Maid dem Marmorbilde gleicht, das Ihr auf dem Berg droben aufgestellt."

"Ja wohl.....merkwürdig!" sprach Hugideo. Lang und starr stand er vor der Leiche....

"Te spectem, suprema mihi cum venerit hora,
te teneam moriens deficiente manu....."

...Er hob sie empor und trug sie mit starkem Arm den Berg hinauf.

Was habt Ihr gesagt, Hugideo! Halt an, Hugideo! wohin, Hugideo?" rief Nebi, der Fischer, und liesz erstaunt seine Schaufel fallen. "Die Gräber stehen ja dort zur Rechten."

5. "Begrabe sie heut nacht!" sprach Hugideo.

(a) Write out the dative plural of the following substantives occurring in the foregoing: Bucht; Glieder; Haar; Stirn; Gewand.

3. (b) *umfasst*: Distinguish in meaning the two verbs *umfassen* and *umfassen*, stressed respectively on the first and second syllables; write out the past participle of each. If possible name two other verbs showing the same peculiarity.

3. (c) Translate into German:
1. My brother is like me.
2. Hugideo will carry the body down the mountain.
3. He will not let the weapon fall.

5. (d) Explain concisely the allusion to "dem Marmorbilde."
Explain clearly also with respect to Hugideo, why: Lang und starr stand er vor der Leiche...."

3. Translate, at sight, into English:

Täglich ging die wunderschöne
Sultanstochter auf und nieder,
Um die Abendzeit am Springbrunn,
Wo die weissen Wasser plätschern.

Täglich stand der junge Sklave
Um die Abendzeit am Springbrunn,
Wo die weissen Wasser plätschern;
Täglich ward er bleich und bleicher.

Eines Abends trat die Fürstin,
Auf ihn zu mit raschen Worten:
"Deinen Namen will ich wissen.
Deine Heimat, deine Sippschaft!"

Und der Sklave sprach: "Ich heisse
Mohamed, ich bin aus Yemen,
Und mein Stamm sind jene Asra
Welche sterben, wenn sie lieben."

—Heinrich Heine.

GRADE XI.

ENGLISH LITERATURE.

Time—Three hours.

EXAMINER: G. FRED. McNALLY, M.A.

N.B.—The attention of candidates is particularly directed to the fact that an option is allowed in questions 10, 12 and 13 in this paper. *One* of the parts only, in these questions, is to be attempted.

Values.

11. **1.** Sketch the plot of *Coriolanus*. Over how long a period does the action extend? Where did Shakespeare get this material for the Play?
10. **2.** Contrast the characters of Aufidius and *Coriolanus*.
12. **3.** "The whole dramatic moral of *Coriolanus* is, that those who have little shall have less, and that those that have much shall take all that the others have left."—*Haslitt*. Discuss this statement, illustrating your answer by references to specific incidents.
11. **4.** O world, thy slippery turns! Friends now fast sworn,
Whose double bosoms seem to wear one heart,
Whose house, whose bed, whose meal and exercise,
Are still together, who twin, as 'twere, in love
Unseparable, shall within this hour,
On a dissension of a doit, break out
To bitterest enmity; so, fellest foes,
Whose passions and whose plots have broke their sleep
To take the one the other, by some chance,
Some trick not worth an egg, shall grow dear friends
And interjoin their issues.

Under what circumstances is this speech uttered?
To what is it preliminary? Comment on the art displayed by Shakespeare in its introduction at this point.
3. **5.** Name the speaker and locate exactly in the Play.
 - (a) "Let me twine
Mine arms about that body where against
My grained ash an hundred times hath broke."
 3. (b) Go to them with this bonnet in thy hand,
And thus far having stretch'd it—here be with them
Thy knee bussing the stones—
 3. (c) "His nature is too noble for the world;
He would not flatter Neptune for his trident,
Or Jove for's power to thunder."
Or Jove's for power to thunder."
 3. (d) "You that prefer
A noble life before a long, and wish
To jump a body with a dangerous physic
That's sure of death without it,—at once pluck out
The multitudinous tongue."

3. (e) "Meeting two such wealsmen as you are—I cannot call you Lycurguses—if the drink you give me touch my palate adversely, I make a crooked face at it."
14. 6. "And Leodogran awoke, and sent
Ulfius, and Brastias, and Bedivere,
Back to the court of Arthur answering 'yea'."
- To what did Leodogran answer "yea"?
Why had he hesitated? Give fully the reasons which led him to decide as he did.
8. 7. "Thus, long ago,
Ere heaving bellows learned to blow
While organs yet were mute,
Timotheus, to his breathing flute
And sounding lyre
Could swell the soul to rage or kindle soft desire."
- Illustrate the truth of these lines from the changing moods of Alexander during the feast.
8. 8. "Farewell, farewell the heart that lives alone,
Housed in a dream, at distance from the Kind!
Such happiness, wherever it be known,
Is to be pitied; for 'tis surely blind."
- Interpret the stanza so as to show clearly its connection with the rest of the poem.
12. 9. (a) Outline briefly the thoughts suggested to the poet while in the Churchyard at Stoke Poges.
(b) Note the various objects to which the Skylark is compared by Shelley. Show carefully the likeness in each case.
10. "Therefore it is that we decidedly approve of the conduct of Milton and the other wise and good men who, in spite of much that was ridiculous and hateful in the conduct of their associates, stood firmly by the cause of Public Liberty."
- Give a complete statement of Milton's contribution to the cause of Liberty.
14. Or
- "*Essay on Milton*.—Astonishing as a piece of rhetoric, but extremely superficial as criticism"—*Syle*. Discuss this statement.
11. 11. Compare briefly, the betrayal, flight and discovery of Olivia with that of Little Em'ly in *David Copperfield*. Which of these incidents made the deeper impression on you? Why?

12. Name three incidents in the story of the Vicar of Wakefield which might be considered improbable. State wherein the improbability consists in each case.
10. *Or*
Describe fully, a scene from the Vicar which is characteristic of the times in which the plot is laid.
14. 13. Quote any *one* of the following:
- (a) The song of Arthur's Knights.
 - (b) Four consecutive stanzas of the "Skylark."
 - (c) Four stanzas beginning "I was thy neighbor once."
 - (d) Four stanzas beginning, "Full many a gem of purest ray serene."
 - (e) "I pray you, daughter, sing; or express yourself in a more comfortable sort." (15 lines.)
 - (f) "I am known to be a humorous patrician."

GRADE XI.

COMPOSITION AND RHETORIC.

Time—Two and one-half hours. EXAMINER: J. C. BUTCHART, B.A.
Values.

15. 1. Write a paragraph descriptive of *one* of the following:
An abandoned farm, the skating rink, a school-house, a bridge.
2. "Sometimes the different parts of our thoughts are so various, and yet so intimately related, that, without a complex sentence, which knits together the different strands by means of subordinate clauses, participle phrases, and similar modifiers, we should find it impossible to bring our meaning to an adequate expression. At other times, our ideas take shape one by one, in orderly sequence, but without combining, or much affecting each other, and accordingly our sentences fall naturally into the compound structure, and their parts are held together by co-ordinate conjunctions."
15. (a) Discuss the types of sentences illustrated in this paragraph.
(b) Write a sentence in which either type will be the predominant sentence.
40. 3. Write a short essay on *one* of the following subjects:
- (i) Burke and India,
 - (ii) Burke and the Colonies,
 - (iii) The Micawbers,
 - (iv) Mr. Peggotty.
4. Write a short composition on *one* of the following themes:
- (i) Winter Sports,
 - (ii) The Woods in Autumn,
 - (iii) A Local Celebrity,
 - (iv) Life on a Cattle Ranch.
- 30.

GRADE XI.

ALGEBRA.

Time—Three hours.

EXAMINER: C. SAMSON, B.A.

Values.

2. 1. (a) When is an algebraical expression said to be a function of x ?
2. (b) What is meant by a linear function, and what is its most general form?
3. (c) What does the graph of a function represent?
3. (d) Plot the graph of the function $2x-3$.
5. 2. (a) Rationalize the denominator of $\frac{1}{\sqrt{10}-\sqrt{2}-\sqrt{3}}$.
4. (b) Find the square root of $16+2\sqrt{55}$.
5. (c) Find the value of $3\sqrt{147}-\frac{7}{3}\sqrt{\frac{1}{3}}-\sqrt{\frac{1}{27}}$
Correct to two places of decimals.
8. 3. (a) Simplify $\frac{(x^{-2}y^3)^{\frac{1}{5}}}{x^3y^{-2}} \times \frac{(y^3x^{-3})^{-1}}{x^2y^{-3}}$. Express the results with positive exponents.
8. (b) Extract the square root of $x^{-2}+y^{\frac{4}{3}}+2x^{-\frac{2}{3}}y^{\frac{1}{3}}-2x^{-\frac{1}{3}}y-x^{-1}y^{\frac{2}{3}}$
5. 4. (a) Solve the equation $ax^2+bx+c=0$.
6. (b) Determine the roots of $(x^2+2x)(x^2-2x-3)(x^2-x+1)=0$.
9. (c) If m and n are the roots of the equation $ax^2+bx+c=0$, find (1) mn , (2) $m+n$, (3) $\frac{m^2}{n} + \frac{n^2}{m}$, in terms of a.b.c.
10. 5. Solve: (a) $\sqrt{(x-1)(x-2)} + \sqrt{(x-3)(x-4)} = \sqrt{2}$.
10. (b) $xy+xz=27$
 $yz+yx=32$
 $zx+zy=35$
6. Factor:
3. (a) x^4+y^4
3. (b) $x^4-15x^2y^2+9y^4$
3. (c) $a^9-64a^3-a^6+64$
3. (d) $a^2-2ab-3b^2-c^2+4bc$
3. (e) $a^3+8c^3+1-6ac$

Values.

10. 7. Simplify:

$$\frac{1}{(a-b)(a-c)(x-a)} + \frac{1}{(b-c)(b-a)(x-b)} + \frac{1}{(c-a)(c-b)(x-c)}$$

8. Take *any two* of the following problems:

10. (a) Two rectangles contain the same area, 960 sq. yards; the difference of their lengths is 8 yards, and of their breadths 6 yards. Find their sides.
10. (b) A quantity of water which is just sufficient to fill three jars of different sizes will fill the smallest jar exactly four times, or the largest jar twice with four gallons to spare, or the second jar twice with two gallons to spare. What is the capacity of each jar?
10. (c) Two launches race over a course of 12 miles. The first steams $7\frac{1}{2}$ miles per hour; the other has a start of 10 minutes, runs over the first half of the course at a certain speed, but increases its speed over the second half of the course by 2 miles per hour, winning the race by a minute. What is the speed of the second launch?

GRADE XI.

HISTORY.

Time—Two and one-half hours.

EXAMINER: G. FRED McNALLY, M. A.

N.B.—The attention of candidates is particularly directed to the fact that an option is allowed in questions 4, 9 and 10. *One* of the parts only, in these questions is to be attempted.

Values.

12. 1. Discuss briefly any *four* of the following:—(a) Religion of the Egyptians; (b) The Phoenicians as traders and colonizers; (c) Systems of writing previous to that of the Greeks; (d) The Hebrews under the Kings; (e) Conquests of Cyrus the Great; (f) Indian Caste System.
10. 2. Write briefly on Grecian Games, Literature, Art and Architecture and their influence on the life of the people.
10. 3. Outline the struggle of the Plebeians for their rights up to the death of Tiberius Gracchus.
4. Note several of the causes of the Decline of the Roman Empire. Describe one of these in detail.

10

Or

Outline the inroads of the Barbarians on the Empire before the abdication of Augustulus.

Values.

9. 5. Describe the events attending the revival of the Western Roman Empire under Charlemagne.
8. 6. Account for the Crusades. What were the results of these crusades?
12. 7. Indicate the procedure followed in Canada in the following instances:
 - (a) When a government resigns?
 - (b) When a member of the Cabinet resigns?
 - (c) When a vacancy occurs in the Commons?
 - (d) When a government measure is defeated in the House?
 - (e) When the Senate fails to pass a measure which has received the endorsement of the Commons?
 - (f) When a measure has passed both Houses?
10. 8. Describe the nature of Imperial control over Canada under the following heads:
 - (a) Rights of self-government.
 - (b) Treaties with foreign powers.
 - (c) Disallowance of Dominion acts.
 - (d) The Judicial Committee.
10. 9. To what Department of what Government should one refer matters relating to:
 - (a) The Mounted Police?
 - (b) A Cadet Corps?
 - (c) The formation of a new School District?
 - (d) The establishment of a new Post Office?
 - (e) A bridge that has become unsafe?
 - (f) An application for a new Telephone Line?
 - (g) An application for a Homestead Patent?

Or

- (a) What is meant by Responsible Government?
- (b) Briefly describe the events which led to the passing of the Act of Union in 1840 and show how this gave Canada Responsible Government.
9. 10. Trace the various steps through which an action at law from the Province of Alberta must go before it reaches the Privy Council.

Or

(Take six.)

Explain:

- (a) Writ of Habeas Corpus.
- (b) Extradition of Criminals.
- (c) Speedy Trials.
- (d) Surrogate Court.
- (e) Dissolution of Parliament.
- (f) Prorogation.
- (g) Subpoena.
- (h) Bail.

GRADE XI.

GEOMETRY.

Time—Three Hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

Values.

- 2
2
2
2
2
1. 1. Define and illustrate each of the following:—A gnomon, internal and external segments, locus of a point, concurrent lines and orthocentre.
 10. 2. If two triangles have two angles of one equal to two angles of the other, each to each, and any side of the first equal to the corresponding side of the other, the triangles are equal in all respects. I.—26.
 9. 3. In a quadrilateral ABCD, if $AB=AD$ and $BC=DC$, shew that the diagonal AC bisects each of the angles which it joins and that AC is perpendicular to BD.
 9. 4. If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts together with the square on the line between the points of section is equal to the square on half the line. II.—5.
 2. Express this theorem algebraically.
 8. 5. If AB and CD be two given straight lines, prove that the difference between the squares on AB and CD is equal to the rectangle contained by the sum of AB and CD and their difference.
 10. 6. If a straight line be bisected and produced to any point, the square on the whole line thus produced, and the square on the part of it produced, are together double of the square on half the line bisected and of the square on the line made up of the half and the part produced. II.—10.
 8. 7. If the straight line MN be bisected in O and divided into two unequal segments internally at P, prove that $MP^2 - 2MP \cdot PN = 4OP^2 - PN^2$.
 8. 8. If a point be taken within a circle, from which there can be drawn more than two equal straight lines to the circumference, that point is the centre of the circle. III.—9.
 8. 9. If in two given circles which touch one another, there be drawn two parallel diameters, a straight line drawn from the end of one of the parallel diameters through the point of contact, will if produced pass through an end of the other parallel diameter.
 9. 10. The angle at the centre of a circle is double of the angle at the circumference on the same arc. III.—20.
 9. 11. If two opposite angles of a quadrilateral be together equal to two right angles, a circle may be circumscribed about the quadrilateral.

Values.

9. **12.** On a given straight line to describe a segment of a circle, containing an angle equal to a given rectilineal angle. III.—33.
8. **13.** Construct a triangle having given the base, the vertical angle and the altitude.
- 8 **14.** In the triangle ABC perpendiculars AP and BQ are drawn from A and B to the opposite sides, and intersect at O. Show that $AO \cdot OP = BO \cdot OQ$.

GRADE XI.

ANIMAL LIFE.

Time—Two hours.

EXAMINER: J. F. BOYCE, B. A.

NOTE.—100 marks a full paper. Candidates may select either questions 8 or 9.

Values.

9. **1.** Give a description of the body of the paramecium and its life processes. Illustrate your answer by simple drawings.
- 2.** "Living consists of the performing of certain so-called life processes, such as eating, breathing, feeling and multiplying."—*Text*.
8. Compare in a general way these processes in the higher animals and the unicellular organisms. Show that the latter lead a successful life.
8. **3.** (a) By referring to the group of Volvocinae—Gonium, Pandorina, Eudorina and Volvox—trace steps from simplicity to complexity of structure.
12. (b) Describe the form, structure and life processes of either the *sponge* or *hydra*. Show wherein it foreshadows the complexity of structure and function of the higher animals.
6. (c) Write concise notes on (i) differentiations of structure, (ii) specialization of organs, and (iii) the mutual relation of function and structure.
- 4.** "Because of the destruction resulting from the struggle for existence, more of every species are born than can possibly find space or food to mature."—*Text*.
9. Show concisely how the tendency of living organisms to increase in numbers leads to a struggle for existence and a selection by nature.
4. **5.** (a) Account for the origin and perfection of adaptations.
6. (b) Give a few generalizations, with instances on special adaptations for (i) securing food, (ii) self-defence.
6. **6.** (a) Explain clearly what is meant by and state the advantages of communal life.

Values.

4. (b) Write explanatory notes on gregariousness and mutual aid.
7. "Mere casual observation reveals to us that instances of protective resemblance are very common among animals."
—*Text.*
6. (a) Define and give illustrations of (i) protective, (ii) aggressive resemblance. Account for their origin.
6. (b) Write brief comprehensive notes on mimicry, alluring coloration and warning color.
4. 8. (a) Account for vestigial organs.
4. (b) Show the importance of the care of the young of animals.
4. (c) Write a general note on the instinct of animals.
4. (d) Outline the conditions (i) favourable and (ii) unfavourable for a great variety of animals in a fresh water stream.

Or

9. Write concise explanatory notes on:
4. (i) Temperature as a general condition of animal life.
4. (ii) The causes and uses of colors in animals.
4. (iii) Reason in animals.
4. (iv) The care of the young among the vertebrates.

GRADE XI.

CHEMISTRY.

Time—Two and one-half hours. EXAMINER: J. A. FIFE, B.A., M.Sc.

NOTE.—125 marks a full paper. Candidates may select either question 10 or 11.

Values.

1. Explain, using experiments to illustrate, what is meant by:
6. (a) Chemical change,
6. (b) Mechanical Mixture.
2. Define and illustrate by experiment each of the following:
5. (a) Explosive reaction,
5. (b) Catalytic action,
5. (c) Reversible reaction.
12. 3. Describe two experiments illustrating the most important chemical property of oxygen.
12. 4. "The substances formed in a reaction weigh as much as those used up." Give an accurate description of one experiment in proof of this statement.
10. 5. Steam is passed over red hot iron filings contained in an iron tube. Explain the chemical action which takes place, naming the substances which are formed.

Values.

6. **6.** (a) Describe a method of preparing and collecting carbon monoxide.
6. (b) How would you distinguish by experiment between:
(i) Carbon monoxide and Carbon dioxide,
(ii) Carbon monoxide and Hydrogen.
6. **7.** (a) State the law of reacting weights and illustrate it by examples.
3. (b) What facts are expressed by the formula CO_2
10. **8.** A substance on analysis yields 36.84 per cent. of nitrogen and 63.16 per cent. of oxygen. If its density as compared with hydrogen be 38, find its formula weight.
6. **9.** (a) Describe a simple laboratory method of preparing and collecting chlorine gas and make a drawing of the apparatus used.
6. (b) Describe two experiments to illustrate the chemical activity of chlorine.
- 10.** Write equations expressing the chemical reactions which take place in each of the following experiments:
3. (a) Air is passed for some time through fresh lime water;
3. (b) Ammonium nitrite is heated in a hard glass tube;
3. (c) Sodium nitrate is heated in a Florence flask with concentrated sulphuric acid;
6. (d) Liquor ammonia is heated in a Florence flask and the gas given off is brought into contact with a glass rod moistened with hydrochloric acid;
6. (e) Hydrochloric acid is poured on sodium sulphite in a Florence flask fitted with cork and delivery tube and the gas evolved is passed into a solution of Caustic potash to saturation.

Or

- 11.** Describe the reactions which take place in each of the following cases:
4. (a) A crystal of copper sulphate is heated in a dry test tube, then allowed to cool and a drop of water added to it.
8. (b) Dilute sulphuric acid is added to barium peroxide in a beaker; the resulting substance is filtered and a drop of the filtrate placed on a piece of paper moistened with potassium iodide and starch solution.
4. (c) A little copper oxide is placed in a small hole in a piece of charcoal and heated in a blow-pipe flame.
5. (d) A lump of marble is heated gently with hydrochloric acid in a flask fitted with cork and delivery tube; a jar of the gas which is given off is inverted in a dish of mercury, and a piece of freshly heated charcoal is slipped into the gas in the inverted jar.

GRADE XI.

PHYSICAL SCIENCE.

Time—Two and one-half hours.

EXAMINER: J. F. BOYCE, B.A.

NOTE.—100 marks a full paper. Candidates may select either question 8 or 9.

3. **1.** (a) Distinguish mass, density, relative density.
2. (b) Explain how (i) the mass, (ii) the density of a body is measured.
5. (c) Describe carefully how you would find the specific gravity of a piece of rock salt.
2. (d) Mention two instances of the practical application of the principle of specific gravity in commerce.
8. **2.** (a) Select the necessary apparatus and describe experiments to illustrate the laws of capillarity. Give drawings. State the laws.
4. (b) Explain how a knowledge of capillary action may be applied in conserving the moisture of the soil in a dry climate.
4. **3.** (a) Using simple experiments distinguish clearly consonance and resonance.
5. (b) Describe an experiment either with an oxygen pipe or a sonometer illustrative of the characteristics upon which the quality of a sound depends. Offer explanation.
3. (c) Explain how the tones of the horn instruments are produced and controlled.
4. **4.** (a) Trace in order the various transformations of energy from an electric lamp back to the sun.
5. (b) Using a simple experiment explain the principle of radiation.
3. (c) Write illustrative notes on the emissive, transmissive and absorptive powers of bodies.
5. **5.** (a) A certain mass of hydrogen gas occupies a volume of 380 c.cm. at a temperature of 12°C , and 80 cm. pressure. What volume will it occupy at a temperature of -10°C , and a pressure of 76 cm.?
4. (b) Give the line of reasoning which leads physicists to believe in absolute temperature.
3. (c) Show the importance of the maximum density of water to all forms of aquatic life.
6. **6.** (a) Give diagrammatic drawings of a screen, candle and convex lens placed in three typical positions. Describe the size and position of the image in each case.
3. (b) Give the theory which accounts for the dispersion of light by a prism.
5. (c) Describe simple experiments to show upon what the color of a body depends.

- 6. **7.** (a) Describe simple experiments to illustrate induction by means of (i) a magnet, (ii) an electric current. Offer an explanation of the phenomena.
- 2. (b) What account must be taken of the earth's magnetism in surveying and in navigation?
- 6. (c) Describe how to make a very powerful electro-magnet and show why it is more powerful than (i) a wire carrying a current, (ii) a helix, (iii) or a simple electro-magnet. Mention various instances of the practical application of the electro-magnet.
- 4. **8.** (a) Explain the process of electroplating.
- 8. (b) Describe the essential parts and the principle of operating the electric telegraph.

Or

- 4. **9.** (a) Describe the construction and operation of the incandescent lamp.
- 8. (b) Give a diagrammatic drawing of the parts of the telephone and explain the principle of its operation.

GRADE XII.

GREEK GRAMMAR, PROSE COMPOSITION AND SIGHT
TRANSLATION*Time*—Two and one-half hours. EXAMINER: W. H. ALEXANDER.

Values.

10. 1. Write the vocative sing. of *πολίτης*, the dative sing. of *Κριτίας*, the dative plur. of *κόραξ*, the accusative sing. of *νύξ*, the dative plur. of *ποίμην*, the genitive sing. of *πατήρ*, the nominative plur. of *πόλις*, the accusative sing. of *ναῦς*, and the accusative plur. of *βασιλεύς*.
20. 2. Identify the following verb-forms from Lysias (i.e. give for each its mood, voice, tense, person, number, and verb from which the form comes):—*παρεσχόμεν*, *περιπέπτωκα*, *εἰργάσατο*, *ἀποφήναιμι*, *πεισθῆ*, *ἀφέλησθε*, *διενήνοχεν*, *προβεβηκότας*, *γνώσεσθε*.
10. 3. Translate into Greek the following phrases.—
(a) some . others; (b) twice a day; (c) as quickly as possible; (d) so to speak; (e) the men of to-day; (f) in the time of Solon; (g) the things that have been written; (h) he who is going to rule; (i) the middle of the city; (j) in my opinion
7. 4. Translate into Greek.—
7. (a) He did not think it would be honorable to go away when the city was in danger
7. (b) They would never have done such things if necessity had not arisen (*γίγνομαι*).
7. (c) I am not conscious that I am doing you any injustice.
7. (d) Whomsoever he saw loafing (*σχολάζω*), he would promptly punish.
7. We ought to aid justice when she is reviled (*λοιδορέω*) by the wicked.
2. Translate into English at sight:—(Mantitheus, having been subjected to a 'scrutiny', defends his life, both private and public).

Values.

Δοκεῖ δέ μοι, ὦ βουλή, ἐν μὲν τοῖς ἄλλοις ἀγῶσι περὶ αὐτῶν μόνων τῶν κατηγορημένων προσήκειν ἀπολογεῖσθαι, ἐν δὲ ταῖς δοκιμασίαις δίκαιον εἶναι παντὸς τοῦ βίου λόγον διδόναι, δέομαι οὖν ὑμῶν μετ' εὐνοίας ἀκροάσασθαι μου ποιήσομαι δὲ τὴν ἀπολογίαν ὡς ἂν δύνωμαι διὰ βραχυτάτων

25. Ἐγὼ γὰρ πρῶτον μὲν οὐσίας μοι οὐ πολλῆς καταλειφθείσης διὰ τὰς συμφορὰς καὶ τὰς τοῦ πατρὸς καὶ τὰς τῆς πόλεως, δύο μὲν ἀδελφὰς ἐξέδωκα, ἐπιδούς τριάκοντα μνᾶς ἑκατέρᾳ, πρὸς τὸν ἀδελφὸν δ' οὕτως ἐνειμάμην ὥστ' ἐκείνον ὁμολογεῖν πλέον ἔχειν ἐμοῦ τῶν πατρῶων· καὶ πρὸς τοὺς ἄλλους ἅπαντας οὕτω βεβίωκα ὥστε μηδεπώποτε μοι μηδὲ πρὸς ἑνα μηδὲν ἔγκλημα γενέσθαι, καὶ τὰ μὲν ἴδια οὕτω διψήκηκα· περὶ δὲ τῶν κοινῶν μοι μέγιστον ἡγοῦμαι τεκμήριον εἶναι τῆς ἐμῆς ἐπιεικειᾶς ὅτι τῶν νεωτέρων ὅσοι περὶ ἀκολασίας τυγχάνουσι τὰς διατριβὰς ποιούμενοι, πάντας αὐτοὺς ὤψεσθέ μοι διαφόρους ὄντας

ἐκδιδωμι—I portion out.

νέ'μομαι—I assign a share.

διοικέω—I administer.

τὰ κοινά—public life.

ἀκολασίαι—wild courses.

GRADE XII.

GREEK AUTHORS.

Time—Two and one-half hours. *EXAMINER*: W. H. ALEXANDER.
Values.

1. Translate into English:

23. Ἐγὼ τὸ νυν δέομαι ὑμῶν μὴ τοὺς τοιοῦτους λόγους πιστοτέρους ἡγήσασθαι τῶν ἔργων, μηδὲ περὶ ὧν αὐτοὶ σύνιστε, ταῦτ' ἀνασχέσθαι τῶν ἐμῶν ἐχθρῶν λεγόντων, ἐνθυμονμένους ἅ καὶ ἐκ τῶν εἰρημένων καὶ ἐκ τῆς ἄλλης πολιτείας. ἐγὼ γὰρ τὰ ἐμοὶ προστεταγμένα ἅπαντα προθυμότερον πεποιήκα, ὥς ὑπὸ τῆς πόλεως ἡναγκαζόμεν, καὶ τριηραρχῶν καὶ εἰσφορὰς εἰσφέρων καὶ χορηγῶν καὶ τὰλλα λειτουργῶν οὐδενὸς ἦττον πολυτελῶς τῶν πολιτῶν. καίτοι ταῦτα μὲν μετρίως ποιῶν ἀλλὰ μὴ προθύμως οὐτ' ἂν περὶ τῆς ἄλλης οὐσίας ἡγωνιζόμεν, πλείω δ' ἂν ἐκεκτήμεν, οὐδὲν ἀδικῶν οὐδ' ἐπικίνδυνον ἐμαυτῷ καταστήσας τὸν β'ον· ταῦτα δὲ πράξας ἅ οὗτός μου κατηγορεῖ, ἐκέρδαινον μὲν οὐδέν, ἐμεινὸν δ' εἰς κίνδυνον καθίστην. καίτοι πάντες ἂν ὁμολογήσαιτε δικαιότερον εἶναι τοῖς μεγάλοις χρῆσθαι τεκμηρίοις περὶ τῶν μεγάλων, καὶ πιστότερα ἡγεῖσθαι περὶ ὧν ὧν ἅπανα ἡ πόλις μαρτυρεῖ μᾶλλον ἢ περὶ ὧν μόνος οὗτος κατηγορεῖ.

2. a) Explain succinctly the nature of the charge brought by Nicomachus against the defendant in this case. Account for the stringency of the law dealing with such offences.
- 2
3. (b) Write an explanatory note upon the underlined portion of the extract

2. Translate into English: —

Τοσοῦτον δὲ διενήνοχεν ἀναισχυντία τῶν ἀπαντῶν ἀνθρώπων ὥστε ὑμᾶς πειρᾶται πείθειν, τοσοῦτους ὄντας εἰς ὧν, ὥς οὐκ εἰμὶ τῶν ἀδυνάτων ἐγώ. καίτοι εἰ τοῦτο πείσει τινὰς ὑμῶν, ὦ βουλή, τί με κωλύει κληροῦσθαι τῶν ἐννέι ἀρχόντων, καὶ ὑμᾶς ἐμοῦ μὲν ἀφελέσθαι τὸν ὀβολὸν ὥς ὑγμίνοντος, τούτῳ δὲ ψηφίσασθαι πάντας ὥς

Values.

ἀναπήρῃ; οὐ γὰρ δὴπον τὸν αὐτὸν ὑμεῖς μὲν ὡς δυνάμενον ἀφαιρή-
σεσθε τὸ διδόμενον, οἱ δὲ ὡς ἀδύνατον ὄντα κληροῦσθαι κωλύουσιν.
ἀλλὰ γὰρ οὔτε ὑμεῖς τούτῳ τὴν αὐτὴν ἔχετε γνώμην, οὐθ' οὗτος
εὖ ποιῶν.

2. (a) Write an explanatory note on the phrase κληροῦσθαι
τῶν ἐννεία ἀρχόντων.
3. (b) Comment upon state charity at Athens in the light
of this speech.
3. (c) Characterize briefly the style of Lysias as you have
seen it in these two orations.

3. Translate into English.—

' Ἀλλ' ἄγε μοι τόδε εἰπὲ καὶ ἀτρεκέως κατάλεξον·
τίς νύ σε κῆρ ἐδάμυσσε τανηλεγέος θανάτοιο;
ἡ δολιχὴ νοῦσος, ἥ Ἄρτεμις ἰοχέαιρμ
οἷς ἀγανοῖς βελέεσσιν ἐποιοχόμενη κατέπεφνε.
εἰπὲ δέ μοι πατρός τε καὶ νείεος, ὃν κατέλειπον,
ἡ ἔτι παρ κείνοισιν ἐμὸν γέρας, ἥ τίς ἤδη
ἀνδρῶν ἄλλος ἔχει, ἐμὲ δ' οὐκέτι φασὶ νέεσθαι.
εἰπὲ δέ μοι μνηστῆς ἀλόχου βουλὴν τε νόον τε,
ἥ μένει παρὰ παιδὶ καὶ ἔμπεδα πάντα φυλάσσει
ἡ ἤδη μιν ἔγγειν Ἀχαιῶν ὅς τις ἄριστος.'

(Odyssey XI, 170—179)

4. (a) Scan completely verses 1 and 5.
5. (b) Give the Attic forms corresponding to the words
underlined.
2. (c) What purpose is served from the point of view of
the Odyssey as a Greek national epic by the episode of
the descent into Hades?

4. Translate into English:—

22. "Ὡς ἔφατ', αὐτὰρ ἐγὼ μιν ἀμειβόμενος προσέειπον·
'ὦ Ἀχιλεῦ, Πηλέος υἱέ, μέγα φέρτατ' Ἀχαιῶν,
ἦλθον Τειρεσίαιο κατὰ χρέος, εἴ τινα βουλὴν
εἴποι, ὅπως Ἰθάκην ἐς παιπαλόεσσιν ἰκοίμην·
οὐ γάρ πω σχεδὸν ἦλθον Ἀχαιῖδος, οὐδέ πω ἀμῆς
γῆς ἐπέβην, ἀλλ' αἰὲν ἔχω κακὰ· σείο δ', Ἀχιλεῦ,
οὐ τις ἀνὴρ προπάρειθε μακάρτατος οὔτ' ἄρ' ὀπίσσω.
πρὶν μὲν γάρ σε ζῶν ἐτίομεν ἴσα θεοῖσιν
'Αργεῖοι, νῦν αὖτε μέγα κρατεῖς νεκύεσσιν
ἐνθάδ' ἐών· τῷ μὴ τι θανῶν ἀκαχίζεν, Ἀχιλεῦ."
'Ὡς ἐφάμην, ὃ δέ μ' αὐτίκ' ἀμειβόμενος προσέειπε
'μὴ δὴ μοι θάνατόν γε παραῦδα, φά'διμ' Ὀδυσσεῦ.

Values.

βουλοίμην κ' ἐπάρουρος ἐὼν θητευέμεν ἄλλω,
ἄνδρ' παρ' ἀκλήρῳ ᾧ μὴ βίοςτος πολὺς εἴη,
ἧ πᾶσιν νεκέεσσι καταφθιμένοισιν ἀνάσσειν."

(Odyssey XI, 477—491)

3. (a) Explain the syntax of the underlined words
2. (b) Comment on the Homeric view of immortality in the light of Achilles' reply to Odysseus.

GRADE XII.

LATIN GRAMMAR, PROSE COMPOSITION, AND SIGHT
TRANSLATION.*Time—Two and one-half hours.* EXAMINER: W. H. ALEXANDER.

Values.

1. Decline in combination throughout both numbers:
 - (a) deus quidam immortalis;
 18. (b) haec altior turris;
 - (c) idem templum vetus.
2. (a) Give the comparison of the following adjectives:
 8. felix, acer, dissimilis, benevolus, nequam, propior, vetus, idoneus.
 - (b) Give the comparisons of the following adverbs:
 7. sapienter, male, magnopere, parum, nequiter, mature, nuper.
3. Write the Latin for the following verb-phrases:
 - (a) They shall hear (future imperative).
 - (b) By taking.
 - (c) About to suffer.
 - (d) To have been able.
 - (e) Thou are being borne.
 10. (f) He is unwilling.
 - (g) May they prefer?
 - (h) We shall go.
 - (i) Remember thou.
 - (j) To have begun.
4. Translate into Latin:
 - (a) He asserted time and again that he had been elected consul by the votes of the Roman people, while Catiline was favoured by the enemies of the whole human race.
 - 4.
 - (b) The soldiers answered that they would gladly have attacked the town in the preceding year if they had been so ordered, but that now they were sighing for peace and repose.
 - 4.
 - (c) Many are the promises he makes, many the threats, but for my part I believe he will accomplish very little.
 - 4.
 - (d) There is no man but knows that you are of the same character in all respects as were your father and grandfather before you.
 - 4.
 - (e) He pardoned, it is said, the wicked that he might the more easily obtain a reputation for clemency among the citizens.
 - 4.
 - (f) He told so many falsehoods that no one believed him then and that no one has put any faith in him since.
 - 4.

4. (g) He exhorted the soldiers not to be disheartened on account of the last disaster; let them rather resolve to pluck (pario) victory out of defeat.
4. (h) Was it by force of arms or by judgment, courage and good sense that Rome was able to dictate terms to the rest of the world?
5. Translate into English at sight:
 C. Marius, cum a spe consulatus longe abesset et iam septimum annum post praeturam iaceret neque petiturus umquam consulatum videretur, Q. Metellum, cuius legatus erat, summum virum et civem, cum ab eo, imperatore suo, Roman missus esset, apud populum Romanum criminatus est: bellum illum ducere; si se consulem fecissent, brevi tempore aut vivum aut mortuum Iugurtham se in potestatem populi Romani redacturum. Itaque factus est ille quidem consul, sed a fide institiaque discessit, qui optimum et gravissimum civem, cuius legatus et a quo missus esset, in invidiam falso crimine adduxerit. Quid igitur? Possumusne illum. Marium virum bonum iudicare? Est ulla res tanti aut commodum ullum tam expetendum ut viri boni et splendorem et nomen amittas? Quid est quod adferre tantum utilitas possit quantum auferre, si viri boni nomen eripuerit, fidem institiamque detraxerit?
- Iaceo: to be obscure.
 Duco: to prolong.

GRADE XII.

LATIN AUTHORS.

Time—Two and one-half hours. EXAMINER: W. H. ALEXANDER.

Values.

1. Translate into English:
 22. Quem enim imperatorem possumus ullo in numero putare cuius in exercitu centuriatus *veneant* atque *venierint*? quid hunc hominem magnum aut amplum de re publica cogitare qui pecuniam ex aeario depromptam ad bellum administrandum aut propter cupiditatem provinciae magistratibus diviserit aut propter avaritiam Romae in quaestu reliquerit? Vestra admurmuratio facit, Quirites, ut agnoscere *videamini* qui haec fecerint; ego autem nomino neminem; qua de irasci mihi nemo poterit nisi qui ante de se *voluerit* confiteri. Itaque propter hanc avaritiam imperatorum quantas calamitates quocumque ventum sit, nostri exercitus *ferant*, quis ignorat? Itinera quae per hosce annos in Italia per agros atque oppida civium Romanorum nostri imperatores fecerint, recordamini; tum facilius statuetis quid apud exteris nationes fieri existimetis. Utrum plures arbitramini per hosce annos militum vestrorum armis hostium urbes an hibernis sociorum civitates esse deletas? (Pro Lege Manilia, ch. XIII).

Values.

4. (a) Write brief explanatory notes on the syntax of the four italicized words.
2. (b) What was Pompey's commission under the Gabinian Law?
2. What extension and amplification of this power was proposed by the Lex Manilia?
1. Why is this lex known by the name Manilia?

2. Translate into English:

Populus Romanus aperuit, Lucullo imperante, Pontum, et regiis quondam opibus et ipsa natura et regione vallatum; populi Romani exercitus eodem duce non maxima manu innumerabilis Armeniorum copias fudit; populi Romani laus est urbem amicissimam Cyzicenorum eiusdem consilio ex omni impetu regio atque e totius belli ore ac faucibus ereptam esse atque servatam; nostra semper feretur et praedicabitur, L. Lucullo dimicante, cum interfectis ducibus depressa hostium classis est, incredibilis apud Tenedum pugna illa navalis, nostra sunt tropaea, nostra monumenta, nostri triumphus. Quae quorum ingeniis efferuntur, ab eis populi Romani fama celebratur. (Pro Archia, ch. IX).

2. (a) Explain the value in this portion of the speech of the constant repetition of *populus Romanus*.
2. (b) What was the name and nature of the law upon which the prosecution of Archias was based?
2. Explain briefly the character of Archias's claim to Roman citizenship.

3. Translate into English:

Permitte divis cetera, qui simul
stravere ventos aequore fervido
deproeliantis, nec cupressi
nec veteres agitantur orni.
Quid sit futurum cras fuge quaerere, et
quem fors dierum cumque dabit, lucro
adpone, nec dulcis amores
sperne puer neque tu choreas,
donec virenti canities abest
morosa, Nunc et campus et areae
lenesque sub noctem susurri
composita repetantur hora;
nunc et latentis proditor intimo
gratus puellae risus ab angulo
pignusque dereptum lacertis
aut digito male pertinaci.

(Odes I, 9, 9 24).

4. (a) What is the name of the stanza? Write out the scheme of long and short syllables.
3. (b) Write a note on these stanzas as illustrative of the general spirit of Book I.

4. Translate into English:

Non enim gazae neque consularis

Avec son dédain des autres il pleura sans aucune contrainte ni honte, comme s'il eût été seul.

Au dehors le vide blanchissait lentement, bien qu'il fût à peine deux heures; et en même temps il paraissait s'étendre, devenir plus démesuré, plus effrayant.

Sous l'horizon, la grande lampe blanche, c'était le soleil, qui se traînait sans force avant de faire au-dessus des eaux sa promenade lente et froide commencée dès l'extrême matin.....

1. (a) *brève*: what is the masculine form of this word?
1. (b) *bénite*: comment on any peculiarity in the form of this word.
2. (c) *s'il eût été; qu'il fût à peine*. Explain the mood of these two verbs.
2. (d) *cette terre lointaine d'en dessous*: explain the allusion.
3. (e) *lentement*: form adverbs from the following adjectives: constant; présent; élégant; véhément; prudent.
3. (f) Translate into French:
 1. It is exactly nineteen minutes to two o'clock.
 2. It is just noon.
 3. Towards one o'clock.
4. (g) Relate the circumstances, here alluded to of the death of Sylvestre.

2. Translate into English:

Jeanne. Mais c'est le monde où l'on s'ennuie, cela.

Paul. Précisément!

17. *Jeanne.* Mais si l'on s'y ennuit, quelle influence peut-il avoir?

Paul. Quelle influence!....candeur! candeur! quelle influence, l'ennui, chez nous? Mais énorme!...mais considérable! Le Français, vois-tu, a pour l'ennui une horreur poussée jusqu'à la vénération. Pour lui l'ennui est un dieu terrible qui a pour culte la tenue. Il ne comprend le sérieux que sous cette forme. Je ne dis pas qu'il pratique, par exemple, mais il n'en croit que plus fermement, aimant mieux croire.... que d'y aller voir. Oui, ce peuple gai, au fond, se méprise de l'être; il a perdu sa foi dans le bon sens de son vieux rire; ce peuple sceptique et bavard croit aux silencieux, ce peuple expansif et aimable s'en laisse imposer par la morgue pédante et la nullité prétentieuse des pontifes de la cravate blanche: en politique comme en art, comme en littérature, comme en tout! Il les raille, il les hait, il les fuit comme peste, mais ils ont seul son admiration secrète et sa confiance absolue! Quelle influence, l'ennui? Ah! ma chère enfant! Mais c'est à dire qu'il n'y a que deux sortes de gens au monde: ceux qui ne savent pas s'ennuyer et qui ne sont rien, et ceux qui savent s'ennuyer et qui sont tout.... après ceux qui savent ennuyer les autres!

Values.

2. (a) *Le Français*: when is the capital letter used with national adjectives in French?
2. (b) *dieu; silencieux; vieux; ceux*: write the feminines of these words.
- (c) Translate into French:
 1. Are you bored?
 1. Do you believe in it?
 2. How many kinds of people are there?
2. (d) *pontifes de la cravate blanche*: what is meant by this expression?
4. (e) Explain concisely the rôles of Paul and Jeanne in the comedy.
3. Write a note on the authorship of:
 - (a) *Le Pêcheur d'Islande*.
 - (b) *Le Monde où l'on s'ennuie*.
4. Translate (at sight) into English:

SAISON DES SEMAILLES.

C'est le moment crépusculaire.
 J'admire, assis sous un portail,
 Ce rest de jour dont s'éclaire
 La dernière heure du travail.

Dans les terres, de nuits baignées,
 Je contemple, ému, les haillons
 D'un vieillard qui jette à poignées
 La moisson future aux sillons.

Sa haute silhouette noire
 Domine les profondes labours.
 On sent à quel point il doit croire
 A la fuite utile des jours.

Il marche dans la plaine immense,
 Va, vient, lance la graine au loin,
 Rouvre sa main, et recommence,
 Et je médite, obscur témoin.

Pendant que, déployant ses voiles,
 L'ombre, où se mêle une rumeur,
 Semble élargir jusqu'aux étoiles
 Le geste auguste du semeur.

—Victor Hugo.

GRADE XII.

FRENCH GRAMMAR AND COMPOSITION.

Time—Two and one-half hours.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

1. Translate into French:
 - 3 The weather is nearly always extremely cold in Alberta in January.

Values.

- 3 (b) I fear that there will be serious difficulty in carrying out your wishes
4. (c) The letters which we have written to each other have got lost, and we don't know to whom to apply.
3. (d) The Chinese giant Chang was the tallest man I have ever seen. He was seven feet high.
3. (e) The boy complained of what was said to him, but he is quite wrong.
4. (f) I remember all that happened as if it were yesterday.
3. (g) We shall have to get along without any dinner tonight, for the fire has gone out and there are no provisions left.
3. (h) Whether it is fine or not, neither he nor I will be at the concert.
4. (i) I can never trust that boy; and I am seldom wrong about people.
3. (j) Should I like the city, I shall probably remain there permanently.
2. Translate into French:
33. When Franklin was a child of five or six years old, his father filled his pockets one day with pennies. Franklin started to run at once towards a shop, but on the way met a little boy who owned a whistle (sifflet, m.), the sound of whom the former liked very much. Franklin asked the boy for it and offered his money in exchange. The purchase was soon made. When he returned home his parents told him he had paid ten times too much for his whistle, and his friends made such fun of him that he was soon crying bitterly. This event was very useful to Franklin later on, for when he was tempted to buy something he did not need, he used to say to himself: "Let us not pay too much for the whistle," and so saved his money.
34. 3. Write a composition in French of not less than one hundred words outlining the story of either:
- (a) *Le Pêcheur d'Islande*, or,
- (b) *Le Monde où l'on s'ennuie*.

GRADE XII.

GERMAN GRAMMAR AND COMPOSITION.

Time—Two and one-half hours.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Values.

1. Translate into German:
3. (a) I asked my cousin if he had had his coat made in Toronto or Montreal.
3. (b) It is impossible to succeed without paying attention to what we do.

Values.

4. (c) The doctor was to have been at our house at a quarter to ten this morning, but has not arrived yet.
3. (d) We are ashamed of you and of all you have done.
3. (e) Neither my cousins nor his friends ought to have carried out their plan.
4. (f) As they came running down the road we heard them singing and laughing.
4. (g) As he insisted on wasting his time instead of studying, there was nothing else to be done.
3. (h) Had you been here in time, it is possible nothing would have happened.
4. (i) King George the First of Greece was assassinated at Saloniki, at five o'clock in the afternoon of the eighteenth of April, nineteen hundred and thirteen.
- (j) The tall young man whom we have just met is my eldest sister's husband.
2. Translate into German:
33. When I was young, writes Frau Wagner, I once experienced a frightful thunderstorm. I had been visiting a poor friend of my mother's, and was coming home along a lonely path, which led through a thick wood. Nobody had accompanied me, but I knew the way and felt perfectly safe. Suddenly I heard thunder. The sky looked black and the sun was no longer shining. A furious storm tore the leaves from the trees and drove them along in front of me. How frightened I was! The lightning never stopped and the thunder rolled through the mountains. I thought I should never get home again. Suddenly I saw a glaring light and noticed that the lightning had shattered a strong old pine tree near me. How I felt in that awful moment I cannot tell you. Never, so long as I live shall I forget it.
33. 3. Write a composition in German of not less than one hundred words, outlining the story of either:
- (a) Das Fähnlein der Sieben Aufrechten, or
- (b) Die Freiherren von Gemperlein.

GRADE XII.

GERMAN AUTHORS.

Time—Two and one-half hours.

EXAMINER: W. A. R. KERR, M.A., Ph.D.

Values.

1. Translate into English:
17. Sie mussten sich durch das Gedränge winden, marschierte aber nichtsdestoweniger mit kleinen Schritten im Takt und hielten die Arme stramm mit geschlossenen Fäusten. Frymann trug die Fahne voran mit einem Gesicht als ob er zur Hinrichtung geführt würde, Zuweilen sah er sich nach allen Seiten um, ob kein Entrinnen wäre; aber seine

Gesellen, froh, dass sie nicht in seinen Schuhen gingen, ermunterten ihn und riefen ihm kraftvolle Kernworte zu. Schon naherten sie dem Festplatze: das knatternde Schützenfeuer tönte schon nah in die Ohren, und hoch in der Luft wehte die eidgenössische Schützenfahne in sonniger Einsamkeit, und ihre Seide straffte sich bald zitternd aus nach allen vier Ecken, bald schlug sie anmutige Schnippchen über das Volk hin, bald hing sie einen Augenblick schein-eilig an der Stange nieder, kurz, sie trieb alle die Kurzweil, die einer Fahne während acht langen Tagen einfallen kann; doch ihr Anblick gab dem Träger des grünen Fähnleins einen Stich ins Herz.

2. (a) *Entrinnen*: What is the force of the prefix "ent"? Point out, with examples, the force also of the inseparable prefixes "ver" and "zer".
2. (b) *marschierten*: What is the past participle of this verb? Account for any peculiarity involved.
3. (c) Translate into German:
 1. We have looked in all directions.
 2. We are now approaching the crowd.
 3. It did not occur to me.
6. (d) 1. Where did the scene alluded to here take place?
2. What are "die sieben Aufrechten" doing in this place?
3. Account for Frymann's dejection.
4. (e) Write a brief note on the author of *Das Fähnlein der sieben Aufrechten*.
2. Translate into English:
 17. "Der feste Punkt, von dem aus jeder Esel," Ludwig liesz die Stimme auf diesem Worte ruhen, um zu zeigen, wie wenig er die erhaltene Ermahnung berücksichtige, "von dem aus jeder Esel die vernünftige Welt aus ihren Angeln heben Kann, heizt das Vorurteil."
 "Ludwig! Ludwig!" unterbrach ihn hier sein Bruder, "mit erhobenen Handem berschwör' ich dich: Taste das Vorurteil nicht an. . . . Vorurteil!" wiederholte er und legte auf dieses Wort einen unbeschreiblichen, man könnte sagen zärtlichen, Nachdruck, "so nennt der Grobian die Höflichkeit, der Egoist die Selbstentäusserung, der Schurke die Tugend, der Atheist den Glauben an Gott, das ungeratene Kind die Ehrfurcht vor den Eltern! Nimm das Vorurteil, du nimmst die Pflicht aus der Welt!"
 "Holla! Es ist genug!" sprach Ludwig gebieterisch. Dir beweisen Gründe nichts, man musz mit Thaten kommen. Er warf den Kopf zurück, sein Blick war prophetisch in die Ferne gerichtet, eine erhabene Zuversicht klang aus seiner Stimme. "*Meine Kinder* werden dich lernen, was das heszt, erzogen sein in Ehrfurcht von dem Ehrwürdigen, aber— ohne Vorurteil. . . ."
 1. (a) *Worte*: What are the two plurals of this word? Distinguish their meanings.

Values.

3. (b) *wiederholte*. Write out the principal parts of the verbs *wiederholen* and *wiederholen*, stressed respectively on the first and second syllables. Distinguish their meanings. Adduce examples of at least two other compound verbs exhibiting the same peculiarity.
2. (c) *Nimm das Vorurteil*, etc. Write a note on this construction.
3. (d) Translate into German:
 1. Have you not interrupted me?
 2. He never emphasizes his words.
 3. She taught me what it means to be well brought up.
3. (e) In what way is the passage cited characteristic of the points of view of the two brothers?
- (f) Write concise notes on:
 1. The writer of *Die Freiherren von Gemperlein*.
 2. The literary style of *Die Freiherren von Gemperlein*.
33. 3. Translate, at sight, into English:

Frei tritt er* des Daseins offne Bahn,
 Vom Morgenroth der Hoffnung rings umflossen,
 Mit Mut und Stärke, wie mit Schild und Schwert,
 Zum ruhmbeKränzten Kampfe ausgerüstet.
 Zu eng dünkt ihm dis Innern stille Welt,
 Nach auszen geht sein rastlos wildes Streben;
 Und findet er die Lieb' bückt er sich wohl,
 Das holde Blümchen von dem Grund zu lesen,
 Besieht es, freut sich sein und steckt's dann kalt
 Zu andern Siegeszeichen auf den Helm.
 Er kenne nicht die stille mächt'ge Glut,
 Die Liebe weckt in eines Weibes Busen;
 Wie all ihr Sein, ihr Denken und Begehren
 Um diesen einz'gen Punkt sich einzig dreht,
 Wie alle Wünsche, jungen Vögeln gleich,
 Die angstvoll ihrer Mutter Nest umflattern,
 Die Liebe, ihre Wiege und ihr Grab,
 Mit furchsamer Beklemmung schüchtern hüten:
 Das ganze Leben als ein Edelstein
 Am Halse hängt der neugebornen Liebe!
 —Franz Grillparzer.

* i.e. der Mann.

GRADE XII.

ENGLISH LITERATURE (Shakespeare and Burke).

EXAMINER: G. FRED. McNALLY, M.A.

Time—Two and one-half hours.

N.B.—The attention of candidates is particularly directed to the fact that an option is allowed in question 10. *One* part only of this question is to be attempted.

1. "Come blessed barrier between day and day
 Dear mother of fresh thoughts and joyous health!"

Values.

10. What is meant? Quote similar lines from Macbeth and compare the ideas contained in the two quotations.
15. **2.** Discuss the degree of responsibility of Lady Macbeth in the matter of the death of Duncan. Illustrate from passages in the Play.
13. **3.** "Banquo does not fill a large space in the Play, but his character is drawn with masterly precision." Discuss this statement fully.
- 4.** What situation in the Play do you consider the most intensely dramatic? Give reasons for your choice.
- 5.** "O nation miserable,
With an untitled tyrant bloody-scepter'd
When shalt thou see thy wholesome days again,
Since that the truest issue of thy throne
By his own interdiction stands accursed,
And does blaspheme his breed? Thy royal father
Was a most sainted king. The queen that bore thee
 Oftener upon her knees than on her feet,
Died every day she lived. Fare thee well,
These evils thou repeat'st upon thyself
Have banish'd me from Scotland."
Name the speaker. What circumstances gave rise to the speech? Interpret it. Write a sketch of either of the characters concerned.
- 6.** Name the speaker and locate exactly in the Play:—
 3. (a) "I had thought to let in some of all the professions that go the primrose way to the everlasting bonfire."
 3. (b) "That trusted home
Might yet enkindle you unto the crown
Besides the thane of Cawdor."
 3. (c) "The raven himself is hoarse,
That croaks the fatal entrance of Duncan
Under my battlements."
 3. (d) "This castle hath a pleasant seat: the air
Nimbly and sweetly recommends itself
Unto our gentle senses."
 3. (e) "Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more."
- 7.** N.B.—*Candidates are warned that no passage appearing as a whole or in part in any question on this paper will be accepted as an answer to Question 7.*
Quote:
 7. (a) One of Wordsworth's Sonnets.
 7. (b) A passage of fourteen lines from either Macbeth or the Minor Poems.
- 8.** Outline the project of Lord North which Burke describes as a "policy of ransom by auction." What arguments does he use in opposing this proposal?

10. **9.** Why did Burke oppose the use of force in dealing with the American Colony?
- 10.** "The capital leading questions on which you must this day decide are these two. First whether you ought to concede and secondly what your concession ought to be." Show how Burke answers either question.
12. *Or*
Outline the six fundamental propositions on which Burke based his resolutions which were to establish "the equity and justice of a taxation of America by grant and not by imposition."

GRADE XII.

COMPOSITION.

Time—Two and one-half hours.

EXAMINER: J. C. BUTCHART, B.A.

NOTE:—The candidate will write on *one* of the themes in "A" and on *one* in "B".

Values.

A

- 1.** In speaking of Burns, Carlyle says, "The grounds of so singular and wide a popularity, which extends, in a literal sense, from the palace to the hut, and over all regions where the English tongue is spoken, are well worth enquiring into. After every just deduction, it seems to imply some rare excellence in these works. What is that excellence? Write a short essay in answer to that question."
- 2.** Scott's place in Literature (Carlyle).
- 3.** Beowulf and Grendel.
- 4.** The Character of Henry V. (Shakespeare).

B

- 1.** Educational Problems in Alberta.
- 2.** Reciprocity.
- 3.** The Climate of Alberta.
- 4.** The Utility of Historical Study.

GRADE XII.

ENGLISH LITERATURE—(Poetical Selections and Emerson).

Time—Two and one-half hours.

EXAMINER: G. FRED McNALLY, M.A.

N.B.—The attention of Candidates is particularly directed to the fact that an option is allowed in questions 8, 9 and 10 in this paper. *One* of the parts only in these questions is to be attempted.

Values.

1. (a) Relate the circumstances under which the song of the Bard is supposed to be sung.
- (b) Comment on the beauty of the following passage:
 "Fair laughs the Morn, and soft the zephyr blows,
 While proudly riding o'er the azure realm
 In gallant trim the gilded vessel goes;
 Youth on the prow and Pleasure at the helm:
 Regardless of the sweeping whirlwind's sway,
 That hush'd in grim repose expects his evening prey"
13. 2. (a) Name four of the Passions who seized the Instruments of Music. Give some idea of the results produced in each case.
- (b) Give an appreciative interpretation of the following passage:
 "Arise as in that elder time,
 Warm, energetic, chaste, sublime!
 Thy wonders in that god-like age,
 Fill thy recording Sister's page;
 'Tis said, and I believe the tale,
 Thy humblest reed could more prevail,
 Had more of strength, diviner rage,
 Than all which charms this laggard age:
 E'en all at once together found,
 Cecilia's mingled world of sound:
 O bid our vain endeavors cease,
 Revive the just designs of Greece;
 Return in all thy simple state!
 Confirm the tales her sons relate!"
15. 14. 3. Contrast the various phases of Nature which appeal to the types of mind represented in *L'Allegro* and *Il Penseroso*.
10. 4. "It was one of the caprices of fortune that thus made the future poet of the great Puritan epic the last composer of a Cavalier masque." Discuss this statement.
11. 5. What part is played by the Spirit in *Comus*? Answer this fully. Whom does he pretend to be?
6. "Last came, and last did go,
 The Pilot of the Galilean Lake;
 Two massy keys he bore of metals twain
 (The golden opes, the iron shuts amain)
 He shook his mitred locks, and stern bespake:—
 'How well could I have spared for thee, young swain,
 Enow of such as, for their bellies' sake,
 Creep, and intrude, and climb into the fold!
 Of other care they little reckoning make
 Than how to scramble at the shearers' feast,
 And shove away the worthy bidden guest.
 Blind mouths! that scarce themselves know how to hold
 A sheep-hook, or have learnt aught else the least
 That to the faithful herdsman's art belongs!
 What recks it them? What need they? They are sped;
- 15.

Values.

And, when they list, their lean and flashy songs
Grate on their scrannel pipes of wretched straw;
The hungry sheep look up, and are not fed,
But, swoln with wind and the rank mist they draw,
Rot inwardly, and foul contagion spread:
Besides what grim wolf with privy paw
Daily devours space, and nothing said."

(a) Give in your own words the meaning of this passage as far as guest.

(b) What circumstances gave rise to this outburst on the part of Milton?

7. Emerson says "The greatest genius is the most indebted Man."

12. Show how he justifies this statement in his essay on Shakespeare.

8. Discuss Emerson's views on Skepticism with special references to its contributory causes and characteristics.

11. Or

State what Emerson considers the chief characteristics of Montaigne's writings.

9. Give in some detail, Emerson's criticism of Goethe's "Wilhelm Meister."

12. Or

(a) In what respects did Goethe's Mephistopheles differ from the popular conception of the devil?

(b) What characteristic mental tendency of the author is exemplified in his departure from the popular idea? Explain fully.

10. "This leads me to that central figure which he has established in his Academy, as the organ through which every considered opinion shall be announced and whose biography he has likewise so labored that the historic facts are lost in the light of Plato's mind."

Who is this "central figure?" Reproduce Emerson's pen picture of the man.

12. Or

"How Plato came thus to be Europe and Philosophy, and almost Literature, is the problem for us to solve."

Show how Emerson proceeded to solve this problem in the case of one of the three, Europe, Philosophy or Literature.

GRADE XII.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE

Time—Two and one-half hours. EXAMINER: G. FRED McNALLY, M.A.

N.B.—The attention of Candidates is particularly directed to the fact that an option is allowed in question 6 of this paper. *One* of the parts only, in this question, is to be attempted.

Values.

12. **1.** What is meant by Romanticism? Account for its rise.
What writers first broke away from the Classical School?
Who were the great champions of the Classicists?
Write a note on the poetry of Melancholy.
12. **2.** (a) Write a paragraph on Ben Jonson as a Dramatist.
(b) Write a paragraph on the presentation of Elizabethan Plays.
(c) Show that the development of a Dramatic Literature was natural in view of conditions in England at the time of Elizabeth.
8. **3.** (a) Assign to their approximate periods in English Literature *eight* of the following works:
 - (1) Pilgrim's Progress.
 - (2) Gammer Gurton's Needle.
 - (3) Morte d' Arthur.
 - (4) The Ecclesiastical History.
 - (5) The Brut.
 - (6) Paradise Lost.
 - (7) Faerie Queen.
 - (8) Canterbury Tales.
 - (9) Sir Roger de Coverley.
 - (10) Hamlet.
 - (11) Gulliver's Travels.
4. (b) Write a note descriptive of any one of these.
5. **4.** (a) Write the characteristics of the Lyric.
7. (b) Name and distinguish between the chief classes of Lyrics. Give examples in each case.
6. **5.** (a) Describe in some detail any *two* of the following:
Idyll; Satire; Ode; Ballad.
6. (b) To what particular types of poetry do any six of the following poems belong:
 - (1) Sir Patrick Spens.
 - (2) Rape of the Lock.
 - (3) Divina Comedia.
 - (4) Avenge, O Lord, Thy Slaughtered Saints.
 - (5) As You Like It.
 - (6) Evangeline.
 - (7) Odyssey.
 - (8) To the West Wind.
8. **6.** (a) Describe the origin, growth and use of English Blank Verse.
(b) Distinguish between a Trope and a Figure.
2. **Or**
Describe and give examples of four of the more common English metres.
10. **7.** What agencies co-operated in bringing about the general adoption of the native speech as the speech of England in the 14th century?
- 8.** "It is the accessions to the vocabulary which is the most marked characteristic of modern speech."

5. (a) Show whence these accessions come.
6. (b) What is the general effect of this characteristic on the language.
9. **9.** Discuss the changes in inflection in our language during the Middle English Period.

GRADE XII.

ALGEBRA.

Time—Three Hours

EXAMINER: C. SANSOM, B.A.

Values.

5. **1.** (a) If any rational and integral expression which contains x vanish when f is put for x , then will $x-f$ be a factor of the expression.
5. (b) Prove by mathematical induction that $x^n - a^n$ is divisible by $x-a$ for all positive integral values of n .
5. (c) Factor: $a(b+c)(b^2+c^2-a^2)+b(c+a)(c^2+a^2-b^2)+c(a+b)(a^2+b^2-c^2)$.
5. **2.** If m and n are the roots of the equation $ax^2+bx+c=0$, find the value of $m^4+m^2n^2+n^4$.
4. **3.** (a) If $1/x+1/y$ varies inversely as $x+y$, then x^2+y^2 varies as xy .
8. (b) The weight of a circular disc varies as the square of the radius when the thickness remains the same; it also varies as the thickness when the radius remains the same. Two discs have their thicknesses in the ratio of 9 to 8; find the ratio of their radii if the weight of the first is twice that of the second.
- 4.** Sum the following series:
 3. (a) $3, \frac{1}{3}, \frac{1^2}{3}, \dots$ to n terms.
 4. (b) $\frac{1}{\sqrt{2}}, -2, \frac{1}{\sqrt{2}}, \dots$ to 7 terms.
 4. (c) $.45, .015, .0005, \dots$ to infinity.
 7. (d) $1^3+2^3+3^3, \dots$ to n terms.
 7. (e) $1.2.3+2.3.4+3.4.5, \dots$ to n terms.
- 5.** Solve:
 7. (a) $\sqrt[2n]{3x} - \sqrt[n]{x} - 2 = 0$.
 7. (b) $x^4+y^4=82$.
 $x-y=2$.
 7. (c) $x+y+z=13$.
 $x^2+y^2+z^2=65$.
 $xy=10$.
- 6.** (a) To find the number of permutations of n dissimilar things taken r at a time.

7. 7. (b) From three capitals, five consonants, and four vowels how many words can be made each containing three consonants and two vowels and beginning with a capital.
7. 7. (a) In the expansion of $(1+x)^n$ find the sum of the coefficients.
7. (b) Find the coefficient of x^{18} in the expansion of $(x^2 + \frac{3x}{2})^{15}$.
7. (c) What is the value of the greatest term in expansion of $(1-7x)^{\frac{11}{4}}$ when $x = \frac{1}{8}$?
7. (d) Find the general term in the expansion of $(1+x^2)^{-3}$.
5. 8. Find the amount of \$100.00 in 15 yrs. at 5% compound interest; given $\log 2 = .30103$, $\log 3 = .4771213$, $\log 7 = .845098$, $\log 2078572 = 2.3178395$.

GRADE XII.

HISTORY.

EXAMINER: G. FRED. McNALLY, M.A.

Time—Two and one-half hours.

N.B.—The attention of Candidates is particularly directed to the fact that an option is allowed in questions 4, 8 and 10 in this paper. *One* of the parts only in these questions is to be attempted.

Values.

10. 1. Discuss the Rise of the Dutch Republic under the following heads:—
- (a) Condition of the Netherlands at the accession of Philip II.
 - (b) Administration of Margaret of Parma.
 - (c) Measures of the Duke of Alva.
 - (d) The Prince of Orange.
 - (e) Outcome of the struggle.
8. 2. Sketch the work of any *two* of the following in such a way as to show the results in each case—Gustavus Adolphus, Henry IV of France, Peter the Great, Cromwell, Charles XII.
9. 3. Name at least five great movements which indicate the increasing power of the people during the 19th century. Describe one of these in detail.
4. Outline the history of France from the accession of Louis Philippe to the beginning of the Third Republic in 1870.

10.

Or

Write a sketch of the life and work of Napoleon Bonaparte. Refer rather to his character, habits and ideals than to his military exploits.

Values.

11. **5.** Give a comprehensive outline of the expansion of England since 1850.
12. **6.** Write notes on three of the following topics:—
 - (a) The Canadian Naval situation.
 - (b) The Panama Canal and its probable effect on Canada.
 - (c) Irish Home Rule.
 - (d) The Canadian Senate and its reform.
10. **7.** What are the functions of the sovereign in the government of England? Show how the maintenance of the sovereign tends to ensure good government.
- 8.** "It is in the commons or elected house of Parliament that political power rests."
Justify this statement.
10. *Or*
What are the functions of the House of Commons?
Which of these is the most important? Why?
11. **9.** (a) What are the arguments for the retention of a second chamber in the British government?
(b) Compare the Canadian Senate, the American Senate, and the House of Lords as to composition.
(c) Which of these bodies is most efficient? Why?
- 10.** "There are two descriptions of the English Constitution which have exercised immense influence but which are erroneous."
(a) What are these descriptions?
(b) Show that they are erroneous.
9. *Or*
State the English practice in connection with change of Ministry. Give arguments for and against this practice.

GRADE XII.

TRIGONOMETRY.

Time—Three hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

NOTE—Candidates will require rulers and protractors.

Values.

3. **1.** (a) Define and illustrate the six trigonometrical ratios of an angle.
8. (b) Construct an angle whose tangent is 1.6. Measure the angle to the nearest degree and find by measurement its secant and cosecant.
2. **2.** Prove that any trigonometrical ratio is independent of the length of the arms of the angle.

Values.

3. Prove from the triangle that:—
- 2+2. (1) $\tan^2 A = \frac{\sin^2 A}{\cos^2 A}$ (2) $\sin^2 A + \cos^2 A = 1$.
- 2+2. (3) $\sec^2 A = 1 + \tan^2 A$. (4) $\operatorname{cosec}^2 A = 1 + \cot^2 A$.
4. Prove the following identity:—
5. $(\sin A \cos B + \cos A \sin B)^2 = 1 - (\cos A \cos B - \sin A \sin B)^2$.
5. 5. Find the value of X from the following equation:—

$$X \sin 30^\circ \cos^2 45^\circ = \frac{\cot^2 30^\circ \sec 60^\circ \tan 45^\circ}{\operatorname{cosec}^2 45^\circ \operatorname{cosec} 30^\circ}$$
4. 6. If $C = \frac{1}{\tan A}$ shew that $C + C^{-1} = \sec A \operatorname{cosec} A$.
10. 7. In the triangle ABC, $A = 9.6^\circ$, $C = 5.4^\circ$, $B = 37^\circ$.
 Find the perpendicular from A on BC; also find A and C.

$$\begin{aligned} \sin 37^\circ &= .6018 \\ \cot 18^\circ 30' &= 2.9887 \\ \tan 39^\circ 55' &= .8368 \end{aligned}$$
10. 8. A ship sailing due east observes that a light house known to be 12 miles distant bears north 34° east at 3 p.m., and north 56° west at 4.10 p.m. How many miles per day is she sailing?

$$\begin{aligned} \text{Given } \log 12 &= 1.0792 \\ \text{L. } \sin 34^\circ &= 9.7476 \\ \text{L. } \sin 90^\circ &= 10.0000 \\ \text{Log } 214 &= 2.3304 \\ \text{Log } 215 &= 2.3324 \end{aligned}$$
7. 9. Trace, using a diagram, the changes in sign and magnitude of $\sin A$ as A increases from 0° to 360° .
5. 10. If the angle A lies between 180° and 270° , and $3 \tan A = 4$, find the value of $2 \cot A - 5 \cos A + \sin A$.
11. (a) Prove geometrically:—

$$\sin(A+B) = \sin A \cos B + \cos A \sin B$$
4. (b) Find the value of $\tan 75^\circ$, using the formula for $\tan(A+B)$.
7. 12. If A , B and C are the angles of a triangle, and a , b and c the sides opposite the angles in the order named, prove that $\cos B = \frac{a^2 + c^2 - b^2}{2ac}$
5. 13. (a) Solve a triangle having given two sides and an angle opposite one of them.
 (b) Discuss geometrically the ambiguous case which may occur in (a).
14. Prove:—
4. (1) $\log ab = \log a + \log b$.
4. (2) $\log X^m = m \log X$.

6. **15.** Given $\log 28=a$, $\log 21=b$, $\log 25=c$, find $\log 27$ and $\log 224$ in terms of a , b and c .

4. **16.** If X =the area of a triangle and r =the radius of the inscribed circle, prove that

$$r = \frac{X}{S} = \frac{a \sin \frac{B}{2} \sin \frac{C}{2}}{\cos \frac{A}{2}}$$

5. where $s = \frac{a+b+c}{2}$

9. **17.** Given a , b and c are the sides of a triangle and $s = \frac{a+b+c}{2}$, find the area of the triangle in terms of its sides.

GRADE XII.

CHEMISTRY.

Time—Two and one-half hours. EXAMINER: J. A. FIFE, B.A., M.Sc.

NOTE.—125 marks a full paper. Candidates may select either question 10 or 11.

Values.

5. **1.** (a) Describe an experiment to show the proportions by weight in which magnesium and oxygen combine.
 5. (b) Prove by experiment that two volumes of hydrogen combine with one volume of oxygen.
- 2+6. **2.** (a) State the law of multiple proportion and illustrate by reference to the compounds which oxygen forms with (i) nitrogen, (ii) carbon, (iii) hydrogen.
 5. (b) Accurately describe the experiment on which the following quantitative reaction is based:

$$\text{KClO}_3 = \text{KCl} + 3\text{O}_2$$
- 3.** Write equations to express the chemical reactions which take place in each of the following experiments:
3. (a) Sulphuric acid is warmed with a mixture of common salt and manganese dioxide.
 3. (b) A tall cylindrical glass jar is filled with a saturated solution of chlorine in water and placed mouth downwards in a vessel containing some of the same solution; the vessels thus arranged are placed for about twenty-four hours in bright sunlight.
 3. (c) A solution of bromine in water is added to a solution of sodium iodide.
 3. (d) Chlorine gas is passed into a cold solution of caustic soda to saturation.

3. (e) Chlorine gas is passed to saturation into a strong hot solution of caustic potash.
12. 4. Compare the nitrogen group of elements by reference particularly to their compounds with (i) hydrogen, (ii) oxygen.
7. 5. (a) Explain the general method of extracting iron from its ores, giving equations expressing the different reactions.
4. (b) Describe a laboratory method for preparing and collecting hydrogen sulphide.
6. (c) Discuss the importance of sulphuretted hydrogen in qualitative analysis.
6. Give experiments which will enable you to detect:
 - 2+2+2. (a) Nitrates, (b) chlorates, (c) sulphites,
 - 2+2. (d) Silicates, (e) sulphates.
6. 7. (a) Write the equations showing the reactions which take place when an artificial fertilizer is made from bone ash, phosphorite or guano.
3. (b) Show how you would distinguish between calcium, strontium and barium, by the flame test.
7. 8. (a) Describe experiments showing how you would reduce nitric acid to ammonia.
4. (b) Write equations expressing the reactions which take place in the experiments in (a).
9. Describe the physical changes, and write equations to express the chemical changes which take place in each of the following cases:
 4. (a) A piece of silver is placed in dilute nitric acid and slightly warmed.
 4. (b) A piece of chemically pure zinc is placed in part of the substance resulting from (a).
 5. (c) Dilute hydrochloric acid is added to a second portion of the substance formed in (a) and the precipitate after filtration is washed and exposed to light for some time.
3. 10. (a) State Dulong and Petit's law.
4. (b) The specific heat of a certain metal is .0952. Find its atomic weight.
8. (c) Show clearly how the boiling point and freezing point of a substance may be used to find its molecular weight.

Or

11. Write concise notes on each of the following:
 5. (a) The metallurgy of aluminium and the uses to which the metal is put.
 5. (b) The manufacture of steel.
 5. (c) The production of nickel from its ores, and its uses

GRADE XII.

GEOMETRY.

Time—Three hours.

EXAMINER: J. A. FIFE, B.A., M.Sc.

Values.

7. **1.** All the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides.
8. **2.** The straight line which joins the middle points of two sides of a triangle is parallel to the base and equal to one-half of it.
Prove the above theorem, using principles involved in Book I.
10. **3.** To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part. II.—11.
7. **4.** If a straight line AB be divided at C so that $AB \cdot BC = AC^2$, shew that $AB^2 + BC^2 = 3AC^2$.
10. **5.** If two chords of a circle cut one another within the circle, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other. III.—35.
10. **6.** If the chords of the circle in the theorem in (5) intersect outside the circle, enunciate and prove the theorem.
8. **7.** ABC is a given triangle, describe a circle which shall touch the side BC and the sides AB and AC produced.
10. **8.** To describe an isosceles triangle having each of the angles at the base double of the third angle. IV.—10.
- $\frac{3}{2}$
 $\frac{3}{2}$
 $\frac{3}{2}$
 $\frac{3}{2}$

9. (a) State and illustrate definition 5, Book V.
(b) Explain and illustrate the terms "invertendo," "componendo," "dividendo" and "convertendo."
9. **10.** If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the segments of the base shall have the same ratio which the other sides of the triangle have to one another. VI.—3.
10. **11.** State and prove the theorem corresponding to the theorem in (10) when the external vertical angle made by producing one of the sides of the triangle is bisected by a straight line which cuts the base of the triangle.
8. **12.** AD is a medium of the triangle ABC; and the angles ADB and ADC are bisected by lines which meet AB and AC at E and F respectively. Shew that EF is parallel to BC.

8. **13.** In the trapezium ABCD, AB is parallel to BC and the diagonals intersect at O. Shew that $OA : OC = OB : OD$.
10. **14.** In equal circles, angles, whether at the centre or at the circumference, have the same ratio which the arcs on which they stand have to one another; so also have the sectors. VI.—33.

GRADE XII.

PHYSICAL SCIENCE.

Time—Two and one-half hours.

EXAMINER: J. F. BOYCE, B.A.

NOTE.—125 marks a full paper. Candidates may select either question 8 or 9.

Values.

4. **1.** (a) Describe an experimental method of determining accurately the velocity of sound in a gas.
6. (b) Show how (1) resonance, (2) interference of sound waves may be used for ascertaining the velocity of sound.
4. (c) Explain how the principle of resonance may be applied in analyzing complex musical vibrations.
8. **2.** (a) Describe briefly the Diatonic Scale and the scale of equal temperament, pointing out the advantages and disadvantages of each.
6. (b) Give an experiment illustrative of the existence of nodes and loops in an oxygen pipe. Does any relation exist between the nodes and loops and an harmonic series of an open pipe? Explain.
5. (c) Describe the essential features of either the gramophone or the phonograph.
9. **3.** (a) Find the focal length of a concave spherical mirror whose radius of curvature is 24 inches and show by diagram the position of the images of an object situated (i) 18 inches, (ii) 36 inches, (iii) 8 inches in front of the mirror. Describe the image in each case.
4. (b) Account for the intense brightness of the headlight of a locomotive.
4. (c) Explain total reflection and give an instance of the practical application of it.
6. **4.** (a) Describe the common process of producing color by refraction, absorption and interference.
4. (b) Describe the methods of securing a re-composition of white light by refraction and by mixing colors.
4. (c) Compare the results of mixing colors and mixing pigments.
3. **5.** (a) Three similar magnets are placed vertically on a horizontal table. Iron filings are scattered over a plate of glass which rests on their upper ends, two of which are north poles and the third a south pole.

- Give a diagram showing the forms of the lines of force taken by the filings.
6. (b) Write brief notes on the theory of "magnetic induction," "current induction" and "lines of force."
 6. (c) Describe the construction and action of the relay in telegraphy.
 6. **6.** (a) Explain how polarization is prevented in (1) a bunsen, (2) a bichromate cell.
 5. (b) By means of a simple experiment show that the principle of polarization is applied practically in storage cells.
 4. (c) Write comprehensive notes on the uses of the various cells.
 8. **7.** (a) Make a simple diagram of the apparatus necessary for the production of induced currents and describe how you would experiment to illustrate the induction of (1) a direct, (2) an inverse current. Offer explanations.
 7. (b) Using a diagram describe the construction and action of Ruhmkorff's coil. Mention several practical applications of the induction coil.
 4. **8.** (a) Explain the phenomena of beats and show how it may be used in tuning a musical instrument.
 5. (b) A convex lens of $4\frac{1}{2}$ inches focal length is held at a distance of 3 inches from a disc half an inch in diameter; find the position and diameter of the image of the disc.
 7. (c) Give a concise explanation of the action, grouping and regulation of the arc lamp. Illustrate the regulation of the carbons by means of a simple diagram.

Or

4. **9.** (a) Explain how by varying the pitch of a siren it may be made an effective fog horn or fire alarm.
5. (b) By means of a diagram show the essential parts and give an explanation of the principle of either the photographic camera or the opera glass.
7. (c) Using a diagram describe the construction and method of operating Wheatstone's Bridge. State the laws of resistance and show how you would experiment with the Bridge to verify the laws.

PROFESSIONAL EXAMINATIONS, APRIL, 1913.

FIRST CLASS.

HISTORY.

TIME—1½ HOURS.

1. Discuss fully the requirements of the Alberta course of studies for Grade VII. in English History.
2. Why should Civics be taught in our schools? What material would you use in teaching a lesson on the Cabinet, to a class in Grade VIII.?
3. The human element should predominate in our teaching of History. Discuss this statement and explain how you would exemplify it in teaching the explorations of Samuel Herne, or of La Salle.
4. Plan the work to be done with a Grade VIII. class in English History in two months, commencing at the reign of Henry VII. What is the value of such a plan?
5. What values has History which ensure its place in modern education? Give specific hints in method for realizing these values.
6. Make lesson plans for teaching:—
 - (a) The Peasants' Revolt—to Grade VII.
 - (b) The Reform of 1832—to Grade VIII.

FIRST CLASS.

HYGIENE.

TIME—1½ HOURS.

1. Some foods are especially injurious to health if improperly cooked. What foods are they? And what are the nature of the diseases to which they render us susceptible.
2. Diagram the human eye, briefly explain its structure and some of the ways in which it may be injured.
3. Outline a lesson in cleanliness, to a class in Grade III.
4. Write brief notes on heating, ventilation and seating with reference to a school building.
5. Give an outline study of a lesson to a Grade VIII. Class, on the circulation of the blood.
6. What are some of the principal nervous diseases of children? What are the causes, the symptoms, and the methods of treatment for each of such diseases?

FIRST CLASS.
CLASS MANAGEMENT AND SCHOOL LAW.

TIME—2½ HOURS.

1. What is meant by "Professional Spirit" on the part of a teacher? How is this spirit manifested? Full discussion.
2. "Complicated school machinery, while intended to aid, may really hinder the true ideal of the school." Explain fully this statement. What is the "true ideal of the school?"
3. Mention and discuss some of the more important considerations which should guide us in administering the physical conditions of the school.
4. School incentives are roughly divided into two main classes. What are these classes? Mention and discuss three incentives belonging to each class.
5. State in detail the provisions of the School Ordinance, with regard to the duties of the teacher in respect to Time Tables, Arbour Day, Promotions, Suspensions, Returns to department.
6. Enumerate the more important clauses of the Truancy Act. In what ways should the teacher seek to aid its enforcement in both rural and urban districts?
7. Write a note on: The Grading of Pupils, Examinations, Keeping in, and Prevention of Whispering in School.

FIRST CLASS.
COMPOSITION AND GRAMMAR.

TIME—2 HOURS.

1. "The teacher should not throw subjects around the class at random, but should see to it that the right subject find the right boy or girl." Explain this statement and show how you expect to adapt your teaching to the ideas contained in it.
2. "The child comes to school in possession of a considerable store of knowledge." What does this knowledge consist of? What use should be made of this knowledge by the teacher of English?
3. A picture is to be studied in Grade IV., first as an object of art and secondly as a basis for composition study. Compare and contrast your methods of treatment. Select a suitable picture and make out a plan based upon it for a written composition.
4. Show clearly the steps taken to teach the development of a paragraph from some simple topic.
5. Considering three stages of language study, primary, intermediate, and advanced, outline briefly the work in grammar for each, so far as to show the aim and scope of the work in each division.
6. Outline briefly two lessons in which the prominent functions are respectively:
 - (a) Developing a concept.
 - (b) Explaining an obscure passage.
7. Teach the Noun clause, both as object and in opposition.

FIRST CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—1½ HOURS.

1. Why has nature study been given a place in the public school course of studies? Indicate the aim or aims that guide us in the teaching of this subject.
2. Name the noxious weeds as defined in the "Noxious Weed Act" of Alberta; and state in general terms the methods of eradication.
3. Show as to matter and method how you would teach a lesson on soils to a Class in Grade VIII?
4. Write notes on soil exhaustion and soil fertility. Contrast the older and newer views on these subjects. (b) Outline a lesson on soil fertility.
5. Nature study may be said to have an economic, an aesthetic, an educational, and an ethical, ethical and social value. Discuss briefly the truth of this.
6. Indicate with reference to aims, material and method, how you would conduct the work of the school garden.

FIRST CLASS.

MATHEMATICS.

TIME—2 HOURS.

1. "The general purpose underlying the teaching of Arithmetic in the Public School is to give the pupil facility in recognizing and dealing with the quantitative relations of things for his own use, necessity or benefit." Discuss the foregoing quotation, illustrating by reference to the work prescribed for Grades I to VIII in the course of studies.
2. What are the educational values of Mental Arithmetic? Indicate the materials you would use for this work in the various grades
3. Discuss the factors that should determine the problems you will teach in the public school. Prepare four problems to be taught in Grades IV, V, VI and VII.
4. Teach the table of 9 times, giving your lesson plain in detail.
5. Indicate your purpose in teaching the tables of weights and measures to your class. Illustrate your principles by outlining a lesson on square measure.
6. Explain carefully how you would teach decimal fractions to Grade VII.
7. Teach a first lesson on Commission. Prepare 5 problems based on the foregoing lesson to be assigned to your class for seat work.

8. What will be your aim in teaching elementary plane geometry to Grade VIII? Show how you will secure the results you desire.
9. A ladder 65 feet long placed with its base on the pavement reaches a height of 60 feet upon a wall on one side of a street and a height of 52 feet when placed against the opposite wall. Find the width of the street. Teach this fully, giving drawings and verifying by accurate measurements.
10. Teach the first lesson on the negative number to your class in Algebra.

FIRST CLASS.

HISTORY OF EDUCATION.

TIME—2 HOURS.

Candidates shall write on Group A, one topic from Group B, and any three topics from Group C.

A

"The problem of providing for the individual such a liberty of initiative and of judgment as will produce progress under a regime of social order and such an institutional organization as will secure consideration of the rights of all and hence secure stability, was first worked out by the Greeks."—Monroe.

Show fully how the Greeks sought to solve this problem along the line of education.

B

Topic 1. Discuss carefully the contribution of Christianity to Education. Show the attitude of the early church to pagan culture and indicate the development of education within the church up to the time of the Crusades.

Topic 2. Write a full account of the Mediæval Universities, noting their causes, organization and influence.

C

Topic 1. "The activities of the Renaissance may be summed up in three general tendencies representing three great interests and opening up three aspects of life. These were first, the real life of the past, the second, the subjective one, the world of emotions, resulting in the re-birth of literature and art, and the third, the world of nature round about."

Using the foregoing quotation, describe fully the Renaissance. Indicate its development among the different races, and show the results of it upon educational thought.

Topic 2. Discuss the educational significance of each of the following:

- (a) The Reformation.
- (b) The Jesuits.
- (c) Comenius.

Topic 3. Contrast the interpretation of education of John Locke with that of Rousseau. Indicate by reference to our system of education any permanent contributions to education by these writers.

Topic 4. Discuss, historically, present day education, noting the Psychological, Scientific and Sociological tendencies.

FIRST CLASS.

SCIENCE OF EDUCATION.

TIME—2½ HOURS.

1. Trace back to the elemental processes out of which they arise:
 - (a) A specific instance of constructive imagination.
 - (b) A general rule or a definition.
2. Distinguish between responses of the lower and of the higher levels, and explain what is meant by, and illustrate, control of the former by the latter.
3. Show, by drawings of the cerebrum and by diagrams representing nerve-impulses, the probable paths of connections in the following experiences:
 - (a) Copying a sentence.
 - (b) Describing orally, in obedience to a spoken command, a remembered scene.
4. Write fully on the relation of intensity of stimulus to intensity of sensation, illustrating and showing the significance of Weber's Law.
5. What are the characteristic types of mental activity in childhood, youth and mature age, respectively? Show the bearing of such facts on the relations that should be kept between elementary school, secondary school and college curricula.
6. Distinguish between mechanical and logical association. Illustrate how association affects perception.
7. Write fully on the control of voluntary responses, showing the place of attention, systems of ideas and habit.
8. Give an account of the apparent inter-relation of mind and body, noting the evidences for assertions made.
(For candidates not in attendance only.)

FIRST CLASS.

GEOGRAPHY.

TIME—1½ HOURS.

1. Explain your method of teaching a first lesson on South America to a Grade VIII. class. (b) How would your treatment of this subject differ in Grade VIII from that in Grade V?

2. Outline your method of teaching either: (a) The seasons to a Grade IV. class or, (b) Latitude and Longitude to a class in Grade VIII.
3. Geography and nature study are taken together in the earlier grades of the public school. Justify this view of these subjects.
4. Write notes on the study of Geography as an instrument for: (a) Calling into active service the observing faculties; (b) Stimulating the reasoning powers; (c) An exercise for the memory; (d) Supplying information; (e) Widening experience and stimulating habits of reflection.
5. What information may be gained by junior pupils from a study of shadows? What will be the value of such knowledge in the teaching of astronomical geography in Grade X.

FIRST CLASS.

LITERATURE.

TIME—1½ HOURS.

THE GRAY SWAN.

"Oh tell me, sailor, tell me true,
Is my little lad, my Elihu,
A-sailing with your ship?"
The sailor's eyes were dim with dew,
"Your little lad, your Elihu?"
He said with trembling lip,—*"What little lad? What ship?"*

"What little lad? as if there could be
Another such a one as he!
What little lad, do you say?
Why, Elihu, that took to the sea
The moment I put him off my knee!
It was just the other day the Gray Swan sailed away!"

"The other day?" The sailor's eyes
Stood open with a great surprise:—
"The other day?—the 'Swan'"
His heart began in his throat to rise.
"Ay, ay, sir! here in the cupboard lies
The jacket he had on!"—"And so your lad is gone?"

"Gone with the Swan."—"And did she stand
With her anchor clutching hold of the sand,
For a month, and never stir?"
"Why to be sure! I've seen from the land,
Like a lover kissing his lady's hand,
The wild sea kissing her, a sight to remember, sir!"

"But my good mother, do you know
 All this was twenty years ago?
 I stood on the Gray Swan's deck,
 And to that lad I saw you throw,
 Taking it off, as it might be, so!
 The kerchief from your neck."—"Ay, and he'll bring it back!"

"And did the little lawless lad,
 That has made you sick and made you sad,
 Sail with the Gray Swan's crew?"
 "Lawless! The man is going mad!
 The best boy ever mother had:—
 Be sure he sailed with the crew! What would you have him do?"

"And he has never written line,
 Nor sent you word, nor made you sign,
 To say he was alive?"
 "Hold! if 'twas wrong, the wrong is mine;
 Besides, he may be in the brine;
 And could he write from the grave? Tut, man! what would you
 have?"

"Gone, twenty years,—a long, long cruise,
 'Twas wicked thus your love to abuse!
 But if the lad still live,
 And come back home, think you, you can
 Forgive him?"—"Miserable man!
 You're mad as the sea, you rave—What have I to forgive?"

The sailor twitched his shirt so blue,
 And from within his bosom drew
 The kerchief. She was wild.
 "Oh God, my Father! is it true?
 My little lad, my Elihu!
 My blessed boy, my child! My dead, my living child!"
 —Alice Cary.

- (a) Describe in general terms your method of teaching this poem.
 - (b) Give definite instructions for reading it.
 - (c) Paint the word picture, or pictures suggested.
2. Quote at least sixteen lines of memory work, suitable for Grade VIII and explain how you would teach the passage.
 3. What are the arguments advanced by Professor Laurie for the use of the vernacular in our schools?
 4. Show clearly how Literature may be correlated to such subjects as History, Geography and Nature Study. What is the danger of such correlation from the standpoint of Literature?
 5. What do you understand by the "intensive" and the "extensive" study of a selection of Literature? Explain in detail the use and misuse of each.

6. Discuss the values of and objections to each of the following in connection with the teaching of Literature: Use of dictionary, transposition, assigning lesson for home study, paraphrasing, supplementary readers.

FIRST AND SECOND CLASSES.

DRAWING AND ART.

TIME—2 HOURS.

(Six questions are to be answered, of which the first three are compulsory.)

(Additional marks will be allowed for the successful use of water colors.)

1. Describe method of teaching a lesson on the drawing of a cylindrical object, and tell for what grade the lesson would be suitable. Illustrate steps with pencil sketches.
2. Design and letter a suitable business poster containing the following essential features: "William Wilson, hardware merchant of Wetaskiwin, solicits the patronage of the public at a clearance sale."
3. Examiner will place two large books, one leaning against the other. The candidates will make a sketch in values of what they see, using lead pencil.
4. What is meant by the following terms? Accented outline, foreshortened line, horizon line, decorative treatment, representation.
5. Name, define and give examples of three kinds of color schemes.
6. Give a conventional rendering of some simple object and show how you would adopt the form for a stencil.
7. State how you would mix the following colors: Orange, violet, brown, grey, citrine, green. How would you grey these colors?
8. What is meant by the following: Tone, hue, value, intensity? When are colors said to be in harmony?

FIRST AND SECOND CLASSES.

PRIMARY WORK, READING AND SPELLING.

TIME—2 HOURS.

1. Write a note on Dramatization, its purpose, what use you would make of it, and the source of material you would use.
2. Outline under Matter and Method, a lesson on the long sound of "u," the class knowing all the single sounds.

3. Name four Memory Gems, suitable for Grade I. Quote one. Indicate why you think it suitable, and outline method of teaching.
4. (a) What is meant by Touch, Atmosphere, Contrast, Stress, Quality, in reading?
(b) Discuss Emotion showing what means you would use to develop this in reading.
(c) "Get the thought, hold the thought, give the thought." Show the teacher's and pupil's work in regard to this quotation.
5. Describe and indicate the advantages attending each of the common methods of teaching to read.
6. How would you treat the following cases: A child is unable to read when called upon; reads by word units; reads too quickly; uses synonymous words?
7. What do you consider to be the best method and why:
 1. Of compiling spelling lists.
 2. Of testing spelling.
 3. Of correcting mistakes.
8. Give as fully as you can the reasons why spelling needs careful attention, and tell some of the ways and means we have of making the subject interesting and having it well-taught.

FIRST AND SECOND CLASSES.

MUSIC.

TIME—1¾ HOURS.

1. Describe the great Stave, showing how the Treble and Bass Clefs are related thereto, also adding Leger Lines and the Key and Time Signatures.
2. (a) Construct a table showing the number each of half notes, quarter notes, eighth notes and sixteenth notes required to equal a whole note.
(b) Write on the staff rests corresponding to each of the above notes.
3. Write two bars in each of the following tempos: C. $\frac{3}{4}$ — $\frac{6}{8}$ — $\frac{3}{2}$, using notes, dots and rests for same.
4. Construct the scale of Bb Major, harmonic form of its relative Minor, Chromatic scale beginning on middle C.
5. Give rule for finding tonic from signatures with sharps, with flats; also for finding Mi., Sol., Doh', in staff notation from a given Doh.
6. (a) Illustrate in chord form the three chords found in every Major scale.
(b) Which leaps in these chords require the most attention?

7. (a) Illustrate and explain briefly the use of a sharp, flat, double sharp, accidental, double-dotted note, tie, slur, pause, rest.
(b) Give the meaning of the following terms: Crescendo, Accelerando, Dolce, Piano, Presto, Forte, Diminuendo, Dalsegno.
 8. (a) Describe briefly chief points or methods to ensure correct and distinct pronunciation, good tone, and phrasing in class singing.
(b) Give method of procedure in teaching two-part exercises; also a rote song to a junior class.
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FIRST AND SECOND CLASSES.

MANUAL TRAINING AND PENMANSHIP.

TIME—1½ HOURS.

(Answer five questions in Manual Training.)

(Answer the three questions in Penmanship.)

1. Outline a series of four lessons for a Grade II. Class in paper cutting, assuming that they have had no previous work in this line.
2. What is Raffia and Rattan? Where are they obtained? Explain how they are prepared for use. Outline a course in Raffia work for Grade II.
3. Give method of teaching a problem in cover paper work to Grade III. Class.
4. In what Grade would you introduce the binding of cardboard models? By means of drawings and a few explanatory notes show how you would bind a square card as a first exercise.
5. Discuss Plasticine as a medium for Manual Training purposes. How would you start to work in a primary class?
6. Give a working drawing of some model in cardboard, suitable for Grade IV. in a city or town school.

PENMANSHIP.

1. Indicate the essential elementary movements used in making the small letters. Group the letters on the basis of common elements, justifying your grouping.
2. Write notes of lesson on the formation of the capital letter "L" for Grade VIII. Give blackboard sketches of the lesson.
3. Write out a receipt in correct business form, using the style of penmanship prescribed for Alberta Schools.

FIRST CLASS.

GEOGRAPHY.

TIME—1½ HOURS.

1. Taking "Lumbering" as a lesson topic, illustrate by your method of treatment the distinctiveness and importance of geographical types.
2. Discuss sand modelling in relation to geographical teaching—its uses, its purposes, and its abuse.
3. (a) Outline a lesson to Grade VIII on latitude and longitude.
(b) State definitely and concisely in a few simple sentences and in logical sequence what subject matter you consider to be of primary importance in the teaching of such a lesson.
(c) Has a text book assignment any place in a lesson of this kind? If so, where and why? Explain fully.
4. Write brief explanatory notes on the correlations of Geography with Nature Study, History, Physics, Arithmetic and Literature.
5. What were the contributions of the following to the evolution of geographical knowledge: Herodotus, The Crusades, The Middle Ages, Captain James Cook, Columbus, Magellan?
6. From the standpoint of information, what do you consider to be the essential qualifications of a teacher of geography.
7. In the Geography prescribed in the Course of Study for Grade IV, the following occurs: "Characteristic races of the human family in the different zones and their activities generally." Amplify and interpret this statement from the standpoint of that grade.

FIRST CLASS.CLASS MANAGEMENT AND SCHOOL LAW AND
REGULATIONS.

TIME—2½ HOURS.

1. "The teacher is the dominant force in every school. Elaborate this statement under the following headings: (a) Personality of the teacher, (b) Health of teacher, (c) His duties out of school, (d) His professional advancement.
2. "The school exists in order that it may aid the ordinary child to become, in so far as possible, the ideal child." Explain clearly what you understand by this quotation.
3. What may the teacher do to improve the physical conditions of the school along the following lines? (a) Grounds, (b) Water supply, (c) Cleanliness, (d) Heating.

4. State some of the advantages that may accrue to the school from the following: (a) Systematic and orderly dismissing and assembling, (b) Teachers' conventions, (c) Supervision by the teacher of the children's games, (d) Active co-operation of the school board.
5. State the content of The School Ordinance with regard to: (a) Payment of teacher's salary, (b) Holidays, (c) Length of sessions each day, (d) Suspension.
6. What are the main clauses of The Truancy Act as recently amended?
7. State the law with regard to timetables. What are the underlying principles which should guide a teacher in making a workable timetable? What are the difficulties to be met with in making out a time table for a rural school? State in general terms how you purpose meeting these difficulties.

FIRST CLASS.

LITERATURE.

TIME—1½ HOURS.

1. ELEGIAC STANZAS.

I was thy neighbor once, thou rugged pile!
Four summer weeks I dwelt in sight of thee;
I saw thee every day, and all the while
Thy form was sleeping on a glassy sea.

So pure the sky, so quiet was the air!
So like, so very like, was day to day!
Whene'er I looked thy image still was there:
It trembled but it never passed away.

How perfect was the calm! it seemed no sleep,
No mood which season takes away or brings:
I could have fancied that the mighty deep
Was even the gentlest of all gentle things.

Ah! then, if mine had been the painter's hand
To express what then I saw, and add the gleam,
The light that never was on sea or land,
The consecration and the poet's dream.

I would have planted thee, thou hoary pile,
Amid a world how different from this!
Beside a sea that could not cease to smile,
On tranquil land, beneath a sky of bliss.

A picture had it been of lasting ease,
Elysian quiet, without toil or strife;
No motion but the moving tide, a breeze.
Or merely silent Nature's breathing life.

Such, in the fond illusion of my heart,
 Such picture would I at that time have made;
 And seen the soul of truth in every part,
 A steadfast peace that might not be betrayed.

So once it would have been; 'tis so no more;
 I have submitted to a new control;
 A power has gone that nothing can restore;
 A deep distress hath humanized my soul.

Not for a moment could I now behold
 A smiling sea and be what I have been.
 The feeling of my loss will ne'er be old;
 This, which I know, I speak with mind serene.

Then, Beaumont, friend! who would have been the friend,
 If he had lived, of him whom I deplore,
 This work of thine I blame not, but commend—
 This sea in anger and that dismal shore.

Oh, 'tis a passionate work!—yet wise and well,
 Well chosen is the spirit that is here;
 That hulk which labors in the deadly swell,
 This rueful sky, this pageantry of fear.

And this huge castle standing here sublime:
 I love to see the look with which it braves,
 Cased in the unfeeling armor of old time,
 The lightning, the fierce wind, and trampling waves.

Farewell, farewell, the heart that lives alone,
 Housed in a dream, at distance from the kind!
 Such happiness wherever it be known
 Is to be pitied, for 'tis surely blind.

But welcome fortitude and patient cheer,
 And frequent sights of what is to be borne!
 Such sights, or worse, as are before me here—
 Not without hope we su'er and we mourn.
 —William Wordsworth.

- (a) Give specific directions for teaching this poem.
 - (b) Analyze the poem, showing clearly the main thought divisions.
 - (c) Select at least ten details that you would teach (words or passages) and explain them clearly.
 - (d) How would you teach the rhyme and rythm of the first two stanzas?
2. Explain clearly how you will try to co-relate Literature and History and Literature and Nature Study in your teaching.
 3. Quote at least sixteen lines of some poem suitable to teach as a Memory Gem to a Grade VII class and explain clearly why and how you would teach it.

4. "When I say the language is the supreme subject in all education, I mean the vernacular language with some foreign tongue as a necessary auxiliary."

What are the arguments advanced by Professor Laurie to prove that language is the supreme subject in all education? What foreign tongue does he advise? What are the values to be obtained in teaching this foreign tongue?

5. Discuss the values and objections to each of the following in Language teaching: (a) Imitation, (b) Word-building, (c) Paraphrasing, (d) Elocution.

FIRST AND SECOND CLASSES.

DRAWING AND ART.

TIME—2 HOURS.

(Second class students shall write on the first six questions. First class students shall write on the full paper.)

1. The examiner will place a group of three objects based on the cube and cylinder. Students will make a sketch of what they see in values.
2. What are the principal features upon which all good designs are constructed? Define each feature and give examples by means of simple pencil sketches.
3. Mention three kinds of color schemes. Write notes on each one, explaining what is meant by each scheme. State also what scheme you prefer, and give your reasons.
4. Make sketches in line action drawing illustrating a rhyme or story.
5. Space lettering for a Christmas card or booklet cover.
6. Draw a plan for a schoolroom (scale $\frac{1}{4}$ inch to 1 foot).
7. Plan a course of lessons in Drawing and Art for the Fall term. Select work suitable for Grade V.

FIRST AND SECOND CLASSES.

PRIMARY WORK, READING AND SPELLING.

TIME—2 HOURS.

(Students are required to answer either 6A or 6B.)

1. Compare the logical and psychological approach in teaching beginners to read, and indicate how you would commence the teaching of reading.
2. Teach a lesson on the sound of b, provided the short sounds of the vowels and the consonants r, m, n, s, p, t, are known. Give reasons for the different steps you take.

3. (a) What is the purpose of Phonetics? Give some devices for Oral Phonics.
(b) A child confuses w and wh, f and v, sounds r as w. How will you try to have him overcome it?
4. Quote four good Nursery Rhymes. Indicate their value, and show how you would dramatize one of them.
5. Upon what does good tone production depend? Show how you would endeavor to accomplish this.
- 6A. (a) What is the value of (a) silent reading (b) imitation in a reading lesson?
(b) What would you regard as a test of good reading?
(c) What is the value of some dramatization in a reading lesson?

Or

- 6B. (a) Indicate various types of the Reading lesson.
(b) Name one selection from the Readers of each type.
(c) Outline a plan for teaching a lesson of any one type.
7. You are teaching the meaning and spelling of words which are new to a class. How may this be accomplished? What is the relative value of each of the ways you have indicated?
8. (a) What is meant by multiple association? Give the values.
(b) How would you begin the use of the dictionary? What points would you emphasize in a dictionary lesson?

SECOND CLASS.

GEOGRAPHY.

TIME—1½ HOURS.

1. Write brief notes on the relation of geography to history, literature, and arithmetic.
2. Draw an outline map of Canada marking on it the chief rail and water trade routes, and the leading commercial centres.
3. You purpose taking a field trip with your pupils in order to study a stream or river. State clearly: (a) The instructions you would give to your class before starting, (b) Your method of studying the stream when beside it, (c) The use you would make of these observations and of the information gained in subsequent class-room work.
4. State clearly what aids or devices you would make use of in a junior class in teaching them ideas of time and direction.
5. Indicate, with reference to matter and method, how you would teach to a senior class a lesson on the moon and its phases.
6. (a) Outline a lesson to Grade VIII on the seasons. (b) How would your treatment of this subject in Grade VIII differ from that in Grade IV?

SECOND CLASS.

SCIENCE OF EDUCATION.

TIME—2½ HOURS.

1. (a) Distinguish between native and acquired responses, and give an instance of each.
(b) State some general principles for the training of native reactions. Illustrate.
2. A child sees an action, e.g. a horse running away. Next day he is told orally to write a statement of what he saw. Give an accurate account of (a) the mental, (b) the neural process involved in obeying this command.
3. What is the unit of structure of the nervous system? Describe it fully.
4. What is the chief difference between childish and mature attention as far as muscular accompaniments are concerned? What pedagogical inferences are suggested here?
5. Write fully on the desirable characteristics of questioning in (a) development, (b) review.
6. Discuss the successive steps in the process of organized thinking and indicate clearly the implications bearing upon teaching method.
7. Illustrate from the subject of grammar a typical case of the working of the mind in accordance with the Law of Analysis.
8. Discuss individual differences and their bearing upon the problems of education.

SECOND CLASS.

CLASS MANAGEMENT AND SCHOOL LAW AND REGULATIONS.

TIME—2½ HOURS.

(Note—Candidates to answer any six of the eight questions.)

1. Discuss the following terms relative to school management and quote the law applicable to each: (a) Recess, (b) Suspension, (c) Term Returns, (d) Treatment of children suspected of contagious or infectious disease.
2. "The first day in the new school is the most important one during the entire school year." Explain fully. Mention the steps you would take to make this first day a success.
3. Define punishment. Why should children in school be punished? Explain clearly "natural" punishments. Enumerate the objections to and the advantages of reproof, isolation, keeping in, expulsion and corporal punishment.
4. State concisely the conditions of The Truancy Act. What are the duties of the teacher in regard to it?

5. Discuss fully the problem of planning a suitable timetable for a rural school, indicating definitely how you would proceed and stating clearly all the considerations you would keep in mind.
 6. Discuss the problem of grading and promotion in rural schools.
 - (a) The subjects most influential in determining promotion.
 - (b) The relative place of examinations and term records.
 7. Indicate the ways in which a teacher can provide for:
 - (a) Making it easy for himself to discover just where each class is in each subject at any time.
 - (b) Enabling the Inspector in a few minutes to locate each class in any subject and to find out in some detail exactly what work the class has covered and is about to undertake.
 - (c) Helping one's successor to a more immediate adjustment to the conditions in which he finds the school.
 8. Indicate your more significant thoughts regarding the teacher's relationship to (1) the children, (2) the community, (3) the educational authorities, (4) the profession.
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SECOND CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—1½ HOURS.

1. Discuss the relation of Nature Study to primary language, to art, and to literature.
2. Outline a series of five progressive practical exercises suitable for a senior grade in the study of soils.
3. Discuss briefly the value of, and method of dealing with, the following as aids to Nature Study: (a) field trips, (b) collections, (c) notebooks and records.
4. Describe the life history of the cabbage butterfly or of any other butterfly or moth you know. What practical work would you have pupils do to discover this for themselves?
5. Outline briefly under the following headings plans suitable for conducting a school garden in an ungraded school: (a) Preliminary preparation, (b) Nature and extent of the teacher's supervision of, and assistance in the work, (c) Preparation of the soil, (d) The after care.
6. Outline with respect to matter and methods a lesson for a Grade V class on some carnivorous bird of your home locality.

SECOND CLASS.

LITERATURE.

TIME—1½ HOURS.

(Any six questions will count a full paper.)

1

THE FACE AGAINST THE PANE.

Mabel, little Mabel,
 With face against the pane,
 Looks out across the night,
 And sees the Beacon Light
 A-trembling in the rain.
 She hears the sea-bird screech,
 And the breakers on the beach
 Making moan, making moan.
 And the wind about the eaves
 Of the cottage sobs and grieves;
 And the willow tree is blown
 To and fro, to and fro,
 Till it seems like some old crone
 Standing out there all alone,
 With her woe!
 Wringing as she stands,
 Her gaunt and palsied hands;
 While Mabel, timid Mabel,
 With face against the pane,
 Looks out across the night,
 And sees the Beacon Light
 A-trembling in the rain.

Set the table, maiden Mabel,
 And make the cabin warm;
 Your little fisher lover
 Is out there in the storm;
 And your father,—you are weeping!
 O Mabel, timid Mabel,
 Go spread the supper table,
 And set the tea a-steeping.
 Your lover's heart is brave,
 His boat is staunch and tight:
 And your father knows the perilous reef
 That makes the water white.
 But Mabel, Mabel darling,
 With her face against the pane,
 Looks out across the night
 At the Beacon in the rain.

The heavens are veined with fire
 And the thunder, how it rolls!
 In the lullings of the storm
 The solemn church bell tolls
 For lost souls!
 But no sexton sounds the knell;
 In that belfry, old and high,

Unseen fingers sway the bell,
 As the wind goes tearing by!
 How it tolls, for the souls
 Of the sailors on the sea!
 God pity them, God pity them,
 Wherever they may be!
 God pity wives and sweethearts
 Who wait and wait, in vain!
 And pity little Mabel,
 With her face against the pane.

A boom! the lighthouse gun!
 How its echo rolls and rolls!
 'Tis to warn home-bound ships
 Off the shoals.
 See, a rocket cleaves the sky—
 From the fort, a shaft of light!
 See, it fades, and, fading leaves
 Golden furrows on the night!
 What makes Mabel's cheeks so pale?
 What makes Mabel's lips so white?
 Did she see the helpless sail
 That, tossing here and there
 Like a feather in the air,
 Went down and out of sight—
 Down, down, and out of sight?
 Oh, watch no more, no more,
 With face against the pane;
 You cannot see the men that drown
 By the Beacon in the rain!

From a shoal of richest rubies
 Breaks the morning clear and cold;
 And the angel of the village spire,
 Frost-touched, is bright as gold.
 Four ancient fishermen
 In the pleasant autumn air,
 Come toiling up the sands
 With something in their hands,—
 Two bodies stark and white,
 Ah! so ghastly in the light,
 With sea-weed in their hair.

Oh, ancient fishermen,
 Go up to yonder cot!
 You'll find a little child
 With face against the pane,
 Who looks towards the beach,
 And, looking, sees it not.
 She will never watch again!
 Never watch and weep at night!
 For those pretty, saintly eyes
 Look beyond the stormy skies,
 And they see the Beacon Light.

—Thomas Bailey, Aldrich.

- (a) What introduction would you suggest for teaching this poem?
 - (b) State your method of presenting it to a class.
 - (c) Write your own appreciation of the poem as far as possible.
2. Quote some "Memory Gem" of at least sixteen lines and give definite hints for teaching it.
3. "The child comes to school at the age of seven with a definite fund of knowledge and with language power which enables him to express himself with more or less facility."
Discuss this statement. If we accept it, what are our duties as teachers concerning it?
4. Professor Chubb says that the increased interest in the study of English has grown out of the scientific or practical tendency of the age. Explain fully.
5. What is the value of the Nursery Rhyme as preparatory to the study of Literature. Quote several, indicating the particular value of each.
6. What points would you desire to have your classes especially appreciate in the following selections:
Boy Blue (Second Reader).
I saw a Ship a-Sailing.
The Miser's Treasure (Silas Marner).
To a Waterfowl.
Locksmith of Golden Key.
Rosebelle.
7. Prepare a set of questions designed to bring out these points in any one of the selections.
8. What are the functions of the "story" in the literature class? Name a good one. Tell why it is so. In what Grade you would teach it, why and how?

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